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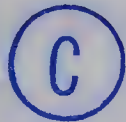
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THE UNIVERSITY OF ALBERTA

A COMPARISON OF SECONDARY SCHOOL SOCIAL STUDIES
PROGRAMMES OF FIJI, WESTERN SAMOA
AND TONGA

by



Gaya Prasad

A THESIS

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The undersigned certify that they have read, and recommended to the Faculty of Graduate Studies for acceptance, a thesis entitled "A comparison of Secondary School Social Studies Programmes of Fiji, Western Samoa and Tonga," submitted by Gaya Prasad in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The purpose of this study was to describe and compare the social studies programmes offered in the secondary schools of Fiji, Western Samoa and Tonga. More specifically, this study sought to determine the similarities and differences among the secondary school social studies programmes of the island groups. Clusters of questions on aims and objectives, content, and the organization of content of the social studies programmes of the island groups were investigated.

The main sources utilized in the study were obtained from the Education Departments of the three island groups. These included copies of social studies programmes and informations obtained through correspondence and questionnaires.

The results of this investigation revealed that:

1. All three island groups stress the development of well-informed citizenship to be the main aim of their social studies programmes.
2. More than eighty percent of the unit objectives of the island group programmes are concerned with possession and understanding of specific social studies knowledge.
3. All three island groups offer identical syllabuses in those secondary schools which prepare their third and fourth year students for the New Zealand School Certificate Examination. In Fiji and Western Samoa identical syllabuses are offered even to the fifth year secondary school students.
4. Western Samoa and Tonga use the terms geography, history and social studies to designate their social studies course offerings, but Fiji employs the terms history and geography.

5. Western Samoa and Tonga allocate more time than Fiji to each social studies course offered.

6. In all three island groups provision is not made for a definitive sequence of course content.

7. Some social studies content prescribed for levels one and two programmes of all three island groups appear to be repeated at higher levels.

In light of the above results, it was recommended that:

1. The aims and objectives of the social studies programmes of the three island groups be re-examined.

2. Consideration be given by the Education Departments of Fiji, Western Samoa and Tonga to provide detailed social studies curriculum guides.

Finally, recommendations were made for further studies that might be conducted.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE NATURE AND SIGNIFICANCE OF THE PROBLEM.....	1
Introduction.....	1
Statement of the Problem.....	3
The Stated Aims and Objectives of the Secondary	
School Social Studies Programmes.....	4
The Content of the Secondary School Social Studies	
Programmes.....	4
The Organization of the Secondary School Social	
Programmes.....	4
Justification of the Study.....	5
Delimitations of the Study.....	6
Definition of Terms.....	7
Design of the Study.....	7
Sources of Data.....	7
Treatment of Data.....	8
II. REVIEW OF RELATED LITERATURE.....	10
Comparative Education.....	10
General Literature on Comparative Education.....	10
Specific Comparative Studies.....	15
Social Studies.....	16
Nature of Social Studies.....	16
Objectives of Social Studies.....	21
Curriculum.....	27
Content.....	27

CHAPTER	PAGE
The Organization of Content and Learning Experiences.....	29
Summary.....	30
III. BRIEF DESCRIPTION OF THE ORGANIZATION OF SECONDARY SCHOOL EDUCATION IN FIJI, WESTERN SAMOA AND TONGA....	32
Fiji.....	32
Structure of Secondary School System.....	32
Secondary School Subjects.....	34
Western Samoa.....	35
The Structure of Secondary School System.....	36
Tonga.....	37
Structure of Secondary School System.....	37
IV. DESCRIPTION AND COMPARISON OF THE SOCIAL STUDIES PROGRAMMES OF THE ISLAND GROUPS.....	42
The Stated Aims and Objectives.....	42
Western Samoa.....	43
Fiji.....	48
Unit Objectives.....	48
Tonga.....	52
Unit Objectives.....	52
The Content of Social Studies Programmes.....	57
Western Samoa.....	58
Geography for "form four".....	59
Geography for "lower" and "upper" fifth forms..	60
Geography for "form six".....	60
History for "form four".....	61

CHAPTER	PAGE
History for "lower" and "upper" fifth forms....	63
History for "form six".....	64
Social studies for "form three".....	65
Social studies for "form four".....	66
Fiji.....	68
Geography for "forms three" and "four".....	70
Geography for "lower" and "upper" fifth forms..	70
Geography for "form six".....	71
History for forms "three" and "four".....	71
History for "lower" and "upper" fifth forms....	72
History for "form six".....	74
Tonga.....	76
Geography for grades 7, 8, 9 and 10.....	76
Geography for grades 11 and 12.....	77
History for grades 7, 8, 9 and 10.....	78
History for grades 11 and 12.....	80
Social studies for grades 7, 8, 9 and 10.....	80
Similarities and Differences in the Scope of	
Social Studies Content.....	84
Scope of geography courses for levels I and II.	84
Scope of geography courses for levels III and	
IV.....	88
Geography for level V.....	89
Scope of history courses for levels I and II...	89
History for levels III and IV.....	90
History for level V.....	91

CHAPTER	PAGE
Similarities and Differences in the Sequence of Social Studies Content.....	91
Organization of Social Studies Programmes.....	92
Summary.....	96
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	99
Summary.....	99
Conclusions.....	99
Aims and Objectives.....	99
Content.....	100
Organization of Content.....	101
Recommendations for Further Study.....	102
BIBLIOGRAPHY.....	104
APPENDIX A. Correspondence and Questionnaires.....	109
APPENDIX B. Instructions to Judges and List of Unit Objec- tives.....	118

LIST OF TABLES

TABLE	PAGE
I. Organization of School Systems of the Three Island Groups.....	40
II. Table of Social Studies Programmes for the Three Island Groups.....	41
III. Summary of Classification of Unit Objectives of Western Samoan Social Studies Programme.....	47
IV. Summary of Classification of Unit Objectives of Fijian Social Studies Programme.....	51
V. Summary of Classification of Unit Objectives of Tongan Social Studies Programme.....	54
VI. Summary of Classification of Unit Objectives of Social Studies Programmes of Western Samoa, Fiji and Tonga.....	56
VII. The Nature and Scope of the Geography Programme of Western Samoa.....	62
VIII. Nature and Scope of History Programme of Western Samoa.....	67
IX. The Nature and Scope of Geography Programme of Fiji	73
X. The Nature and Scope of History Programme of Fiji..	75
XI. The Nature and Scope of the Geography Programme of Tonga.....	79
XII. The Nature and Scope of the History Programme of Tonga.....	81
XIII. The Nature and Scope of the Geography Programmes of the Three Island Groups.....	85

TABLE

PAGE

XIV. The Nature and Scope of the History Programmes of the Three Island Groups.....	86
XV. Table of Sequence of Social Studies Content.....	91

CHAPTER 1

THE NATURE AND SIGNIFICANCE OF THE PROBLEM

1. INTRODUCTION

The question, "What shall we teach and to what end?" is of great concern not only to educators but also to organizations. In 1962, the authors of a UNESCO publication stated:

. . . . over the past few decades all countries have shown that they recognize that the great changes in modern society call for a radical rethinking of the aims of education, especially for young people between the ages of 11 and 18. Among the more important of the factors influencing this trend are the scientific and technological revolution and the coming of automation, and the democratic revolution, which is increasing the responsibilities of citizens towards the conduct of national and international affairs.¹

This kind of thinking indicates some contemporary educators' views with respect to what constitutes an appropriate education. One facet of education in which this thought and concern have expressed themselves is in curriculum planning. Interest in the "new mathematics," the "new physics," the "new biology" and the "new social studies" is evident in literature on North American education. This interest has spread even to smaller regions in the world. "Arrangements were made towards the close of the year 1963, to introduce into Fiji the P.S.S.C. method of teaching physics;"² also, new syllabuses in geography and history for Fiji Junior Certificate Examination came into effect at the

¹United Nations Educational, Scientific and Cultural Organization, World Trends in Secondary Education (Paris: United Nations Educational, Scientific and Cultural Organization, 1962), p. 133.

²Government of Great Britain, Colonial Office, Fiji: Report for the year 1963 (London: Her Majesty's Stationery Office, 1964), p. 49.

beginning of the school years 1964 and 1966 respectively. Western Samoa is currently engaged in revising its social studies curriculum for all secondary schools except Samoa College.

It appears, then, that at least two of the island groups in the Pacific are aware and concerned about recent developments in education and matters relating to curriculum. If the islanders are concerned about curriculum, then, they should know something about their present curriculum. Although the UNESCO's study of 1953, giving information on the kind of social studies programmes in use in different parts of the world may be dated, it is limited to a summary of history, geography and social studies programmes of only 53 countries which were believed to represent the main regions of the world.³ Small regions in the Pacific, such as Fiji, Western Samoa, and Tonga, did not receive any specific attention. Thus, the existing social studies programmes of these island groups may merit study. The results of such a study may provide the islanders some knowledge about their present social studies curricula.

Fiji, Western Samoa and Tonga are separate groups of islands in the Pacific. The first two of these have had from fifty to almost a hundred years' of administration by the countries of the West. Fiji was ceded to Great Britain in 1874, prior to which it was administered by Tui Cakobau and other native Fijian Chiefs. Germany administered Western Samoa until 1914, when this island group was occupied by New Zealand military forces. In 1919, Western Samoa was transferred to New

³United Nations Educational, Scientific and Cultural Organization, History, Geography and Social Studies (Paris: United Nations Educational, Scientific and Cultural Organization, 1953), p. 7.

Zealand administration and gained her independence in 1962. Currently, Western Samoa has a Treaty of Friendship with New Zealand. Tonga, a self-governing state since about the tenth century, has since 1900, been protected by the Government of United Kingdom by a Treaty of Friendship.

That changes are taking place in the above three island groups is generally acknowledged. In 1965, the authors of the Annual Report of the Department of External Affairs of New Zealand stated:

. . . most of the Pacific islands are still under the administration of the countries with which New Zealand is most closely associated-- Australia, Britain, France, and the United States--and in many constitutional progress has until recently been slow. Even the Pacific, however, has not been exempt from the effects of the world-wide movement for decolonization. The accession to independence of Western Samoa in 1962 can be taken as a turning point. Since then the pace of change has noticeably quickened. Almost all Pacific territories are planning or carrying out constitutional changes directed towards enlarging the participation of the islanders in government⁴

One might expect that the islanders' enlarged participation to self-determination is reflected not only in the affairs of government but also in the matter of education. Provisions for both elementary and secondary education are being expanded in the three island groups and such questions as the need for in-service training, for curricula suited to the islanders' needs, and for the provisions for higher technological and academic education are receiving increased consideration.

II. STATEMENT OF THE PROBLEM

The purpose of this study is to describe and compare the social

⁴Government of New Zealand, Department of External Affairs, Annual Report: April, 1964 to March, 1965. (Wellington, New Zealand: Department of External Affairs, 1965), p. 47.

studies programmes offered in the secondary schools of Fiji, Western Samoa and Tonga. Therefore, this study attempts to seek similarities and differences among the secondary school social studies programmes of these island groups. Specific clusters of questions under investigation are:

The Stated Aims and Objectives of the Secondary School Social Studies Programmes:

1. What are the stated main aims of the social studies programmes in each island group? Are there similarities and differences in the stated main aims of the island groups?

2. What are the stated unit objectives of each subject in the social studies programmes in each island group. Are there similarities and differences in the stated unit objectives of the island groups?

The Content of the Secondary School Social Studies Programmes:

1. What is the social studies content in each island group? Are there similarities and differences in the content of the island groups?

2. What is the sequence of the social studies content in each island group? Are there similarities and differences in the sequence of content of the island groups?

The Organization of the Secondary School Social Studies Programmes:

1. What is the scope of the social studies programmes offered in each island group?

2. What is the sequential plan adopted for each programme offered in each island group?

3. What is the concept of the secondary school social studies programme in terms of content?

4. What is the time allotted to each course in the social studies programmes offered in each island group?

5. Are there similarities and differences in scope, sequence and time allotment in the social studies programmes offered in the island groups?

III. JUSTIFICATION OF THIS STUDY

Comparative surveys and studies in all aspects of education are becoming increasingly important and frequent. The renewed emphasis on scientific advancement, and a deep concern that one's country should not fall behind others explains part of this new interest in the educational systems of other nations. But more significantly, perceptions of one's own educational problems become more acute when one sees the findings or the results of the comparison of one's educational system with others. Bereday stated:

. . . comparative education seeks to make sense out of the similarities and differences among educational systems. It catalogues educational methods across national frontiers; and in this catalogue each country appears as one variant of the total store of mankind's educational experience. If well set off the like and the contrasting colors of the world perspective will make each country a potential beneficiary of the lessons thus received. . . . One studies foreign education not solely to know foreign peoples but also--and perhaps most of all--to know oneself.⁵

It is hoped that this study, comparing the social studies curricula offerings of Fiji, Western Samoa and Tonga, will assist educators in these island groups to reexamine and reappraise their social studies programmes. Examining and appraising the strengths and the weaknesses

⁵George Z.F. Bereday, Comparative Method in Education (New York: Holt, Rinehart and Winston, Inc., 1964), pp. 5-6.

of other countries' educational developments permit reappraisal of one's own conceptions. It would appear to be so particularly in connection with curriculum development. Hanson and Brembeck, in discussing the importance of curriculum, state that on the content and impact of what is taught depend the hopes of all educational plans, the real growth point in educational change.⁶ This study is justified on the following bases:

1. Fiji, Western Samoa and Tonga are separate groups of islands in the Pacific which share similarities not only in their geographical and economic structure but also in the character of their subjection to social, political and economic influences of the countries of the West.
2. The study may throw some light on an aspect of the nature of curriculum problems faced by the three island groups. This might permit local educators to resolve the problems.
3. The three island groups have received very little to no specific attention of those working on the frontiers of comparative education.

IV. DELIMITATIONS OF THE STUDY

1. The study is limited to three island groups: Fiji, Western Samoa and Tonga.
2. The study is limited to the social studies programmes.
3. The study is limited to secondary schools, that is, forms three to six inclusive, form three being the first year and form six

⁶John W. Hanson and Cole S. Brembeck (eds.), Education and the Development of Nations (New York: Holt, Rinehart and Winston, 1966), p. 382.

being the fifth year of secondary school education.

4. The study is descriptive and not evaluative.

5. The study is limited to the social studies programmes that were in effect during the school year ending in December, 1966.

V. DEFINITION OF TERMS

Terms requiring definition follow:

1. "Social studies" refers to:

. . . those portions of the subject matter of the social sciences, particularly history, economics, political science, sociology and geography, which are regarded as suitable for study in elementary and secondary schools and are developed into courses of study whether integrated or not. . . .⁷

2. "Curriculum" refers to the course of study or the syllabus: the prearrangement of the subject learners encounter.⁸

3. "Island groups" refer to three separate groups of islands, namely, Fiji, Western Samoa and Tonga.

4. "Course" refers to a specific body of organized subject matter offered throughout a school year.

5. "Subject" refers to a recognized specific field of study.

6. "Secondary school" refers to the five-year period of education following eight years of elementary or primary education.

VI. DESIGN OF THE STUDY

Sources of data

The main sources utilized in this study were obtained from the

⁷Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 509.

⁸Robert E. Chasnoff (ed.), Elementary Curriculum (New York: Pitman Publishing Corporation, 1964), Preface.

Department of Education of each of the governments of the three island groups. These included copies of social studies programmes and information obtained through correspondence and questionnaires.

Treatment of data

The study attempts to describe and compare the social studies programmes offered in the island groups. The data is tabulated to enable the examination of three features of social studies programmes: the aims and objectives of the social studies programmes and courses, the content of the social studies programmes, and the subject matter organization of each course offered.

Statements of aims and objectives were extracted from the authorized programmes in social studies which were provided by the Department of Education of each of the island groups on the request of the investigator. The main aims of the social studies programmes were classified in terms of Downey's categories in "The task of Public Education"⁹ and the unit objectives of each course in the social studies were classified in terms of Bloom and Krathwohl's categories in the "Taxonomy of Educational Objectives: Handbooks 1 and 11."¹⁰ The main aims were classified by the writer, but the unit objectives were classified by a group of four graduate students in the Department of Secondary Education at the University of Alberta, Edmonton, whose major field of study is social studies.

⁹Lawrence W. Downey, The Task of Public Education (Chicago: Midwest Administration Centre, The University of Chicago, 1960), p. 24.

¹⁰Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives Handbook 1: Cognitive Domain (New York: David McKay Company, Inc., 1956), and D.R. Krathwohl, B.S. Bloom and Bertram B. Masia, Taxonomy of Educational Objectives Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964).

The judges followed two steps in classifying the objectives. Firstly, the judges attempted to classify the unit objectives as separate individuals. Secondly, the judges conferred as a group in an attempt to reach consensus on those objectives in which individual differences in judgement occurred.

The content of the social studies programmes of each of the island groups was examined in terms of scope and sequence of subject matter, while the organization of each course was examined in terms of units, their arrangements and time allotted.

Three steps were necessary in collecting data on the content and the organization of content of the social studies programmes of each island group. Firstly, for each subject in each of the social studies programmes, a composite list of sections of content and organization of courses was compiled. Next, these lists were examined closely and categories which could appropriately include these lists were constructed. Finally, tabulation was made in the appropriate categories.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature on comparative education, social studies and curriculum which might provide a frame of reference within which the features of the social studies programmes of the three island groups could be described and compared is reviewed in this Chapter.

1. COMPARATIVE EDUCATION

General Literature on Comparative Education

Since the Second World War there has been a revival of interest in the study of comparative education as an instrument of educational reform. Thut and Adams state:

The study of educational programmes and agencies by which other peoples seek the fulfillment of their highest aspirations is becoming the object of scholarly attention in many places. Perhaps it is this desire to know as much as possible about all educational activities everywhere that best characterizes the study of comparative education today.¹

Taba held similar view:

The whole world is engaged in the large-scale business of importing and exporting educational ideas, systems, know-how, and techniques. In order to avoid serious errors and dangerous consequences in this transplantation some theoretical reference points are needed, which probably no other discipline is more equipped to provide than a well-developed comparative education.²

This revived interest in the study of comparative education has been helped by the development of institutions that have improved the

¹I.N. Thut and Don Adams, Educational Patterns in Contemporary Societies (New York: McGraw-Hill Book Company, 1961), p. 1.

²Hilda Taba, "Cultural Orientation in Comparative Education," Comparative Education Review, VI (February, 1963), p. 171.

possibility of using comparative studies more effectively, for example, the UNESCO which provides data on educational systems throughout the world. Moreover, many national governments maintain research departments one of whose tasks is to study education in foreign countries. The facts and informations gathered by these various agencies are valuable but current opinion on exactly what methods should be used in comparative studies differs.

The first comprehensive plan of comparative study of education systems is often said to have been devised by Marc-Antoine Jullien de Paris in 1817. Not only did Jullien envisage education as a means of social and moral improvement but "at the same time, he viewed education as a positive science that could be refined and perfected through comparative analysis. Hence, he called for collections of facts and observations, arranged in analytic charts, which permit them to be related and compared in order to deduct from them certain principles, and determined rules."³

Another much quoted nineteenth century comparative education pioneer, namely, Michael Sadler, believed that "the things outside the school matter even more than the things inside the schools."⁴ He pointed out the fact that approaches to treat education autonomously were inadequate. Equally important was his emphasis on the concept of national character as a methodological tool to explain educational ideas and practices. He believed that "the practical value of studying

³Andreas M. Kazamias and Byron G. Massialas, Tradition and Change in Education (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), p. 2.

⁴Nicholas Hans, Comparative Education (London: Routledge and Kegan Paul Limited, 1950), p. 3.

in a right spirit and with scholarly accuracy the working of foreign systems of education is that it will result in our being better fitted to study and understand our own."⁵

According to Kazamias and Massialas:

The nineteenth century writings in comparative education may be characterized as follows: (1) they were mostly descriptive; (2) they were eulogistic in the sense that they extolled uncritically certain features of other systems of education (for example, American writers looked with admiration at the Prussian system as a model to be emulated); (3) they were governed by a utilitarian purpose, that is, they were mostly concerned with the value of comparative education in national "development"; (4) they were melioristic in that they were based on certain a priori values concerning the improvement of education.⁶

Of the contemporary educators, Kandel's views on the purpose of comparative education conform very closely to those expressed by Sadler and Jullien. Specifically, Kandel had this to say:

. . . .the comparative approach demands first an appreciation of the intangible, impalpable spiritual and cultural forces which underlie an educational system; the factors and forces outside the school matter even more than what goes on inside it. In order to understand, appreciate, and evaluate the real meaning of the educational system of a nation, it is essential to know something of its history and traditions, of the forces and attitudes governing its social organization, of the political and economic conditions that determine its development.⁷

Kandel's methodology is governed by at least three major purposes. These may be classified as: the "reportorial-descriptive" purpose, the "historical-functional" purpose, and the "melioristic" purpose.⁸

⁵Nicholas Hans, Comparative Education (London: Routledge and Kegan Paul Limited, 1950), p. 3.

⁶Kazamias and Massialas, op. cit., p. 2.

⁷I.L. Kandel, Comparative Education (Boston: Houghton Mifflin Company, 1933), p. XIX.

⁸Kazamias and Massialas, op. cit., p. 3.

At the "reportorial-descriptive" stage, the reader is furnished with certain facts or information about the school systems of various nations. Kandel regards the mere reporting of the facts as inadequate but he sees in this an essential first step in the process of comparative study. In the "historical-functional" purpose, the comparative educator looks into the causes that have produced certain problems, while the "melioristic" purpose aims at the development of a more desirable philosophical approach, which should ultimately result in improvement of one's own system.⁹

Of the more recent writers, Holmes and Bereday advocate a new approach to comparative studies, namely, the problem approach. Holmes expressed this view:

The explicit adoption of the problem approach and its methodological implications involves the comparative educationist in all, or some of the phases of reflective thinking. The four main aspects of the approach are (a) problem analysis; (b) policy formulation; (c) the identification, description, and weighting of relevant factors within a given context; and (d) the anticipation or prediction of the outcomes of policies.

. . . comparative educationists who wish to use their studies for the purpose of reform will be primarily interested in present-day issues. Broadly one group of them can be classified as basically educational: for example, those which are connected with the reorganization of the curricula, with teaching methods and with changes in the system, to name but a few. Other problems are basically socio-economic or political. For example, questions of educational control. Others may be regarded as fundamentally psychological and some as having their origin in the social class structure of a society.¹⁰

Bereday held this view:

The problem analysis is an apprenticeship for the total analysis. It involves a selection of one theme, one topic, and

⁹Kazamias and Massialas, op.cit., p. 3.

¹⁰Brian Holmes, Problems in Education (London: Routledge and Kegan Paul, 1965), pp. 34-35.

the examination of its persistence and variability throughout the representative education systems. . . .The most fruitful way of studying problems is to select those that are living and relevant educational questions in the student's own country.¹¹

It may be that a search for common agreement about the methodology of comparative education would prove futile. Perhaps there is no need for this common agreement. Each comparative educationist might wish to work within his own conceptual framework and at the moment no one method seems likely to gain universal acceptance. Therefore, a combination of all recognized methods and approaches may prove useful. This view is well expressed by Taba:

. . . .Actually, of course, a combination of all is needed. Singling out separate approaches and juxtaposing one to another is only a hangover from the specialized thinking which is no longer appropriate to comparative education.¹²

Thus, for the purpose of the present study a combination of some elements of comparisons advanced by Jullien, Kandel, Holmes and Bereday are used to describe and compare the social studies programmes of the three island groups. In so far as this study is descriptive and not evaluative, it employs the methodology advanced by Kandel and described as "reportorial-descriptive." Jullien's pronouncements of "facts arranged in charts which permit them to be related and compared,"¹³ is also employed. Some elements of problem approach as advanced by Holmes and Bereday are used in examining the similarities and the differences of the social studies programmes of the three island groups.

¹¹Bereday, op. cit., p. 23.

¹²Taba, op. cit., p. 175.

¹³Kazamias and Massialas, op. cit., p. 2.

Specific Comparative Studies

Three studies which might serve as reference points in describing and comparing the social studies programmes of the three island groups under investigation should be mentioned.

In 1963, Meredith conducted a study which aimed at describing and comparing grades ten to twelve courses of study offered in the Canadian high schools. He selected three main features of curriculum, namely, the aims, the subject matter content, and the organization of subject matter to provide a frame of reference within which data from each programme of studies offered by the Canadian high schools were described and compared.¹⁴

Tavel, on the basis of curriculum guides and programmes issued by the Ministries of Education, attempted to give a broad picture of the status of social studies in Latin America. He reported on objectives, content, method of instruction, and evaluation in social studies in Latin America. One of his observations was that social studies objectives of Latin America were expressed in terms of distinct bodies of knowledge, with special emphasis on history and geography. He also observed that history and geography dominate the social studies programme of Latin America.¹⁵

In 1964, Wood conducted a comparative study of educational policy in Fiji, Western Samoa, and Papua-New Guinea. In this study, attention was given to seven aspects of education, namely, objectives, administration

¹⁴John Roger Meredith, "A comparison of Courses of Studies in Secondary Schools of Canada" (unpublished Master's thesis, University of Alberta, Edmonton, 1963).

¹⁵David, Z. Tavel, "Social Studies in Latin America," Social Education, XXVII (February, 1963), pp. 83-84; 120.

finance, teacher recruitment, curriculum, language media, and religious instruction. Wood's study adopted mainly an historical approach to describe and compare the seven aspects of education which were given consideration.¹⁶

II. SOCIAL STUDIES

Nature of Social Studies

What is social studies? According to Michaelis:

The social studies are concerned with people and their interaction with their social and physical environment; they deal with human relationships. In the social studies, attention is given to all ways of living and working together, use of the environment to meet basic human needs, customs, institutions, values and life situations--the cultural heritage and its dynamic on-going characteristics. . . .The social studies make rich contributions to the growth and development of children because the central function of social studies is identical with the central purpose of education--the development of democratic citizenship.¹⁷

It appears that Moffatt held similar view as Michaelis on the nature and purpose of social studies. He stated:

The social studies field is that area which aids youth through sound knowledge, information, and the functional experiences which are essential to the building of basic values, desirable habits, accepted attitudes, and worthwhile skills basic to effective citizenship.¹⁸

Although Michaelis and Moffatt agree that the purpose of social studies is the development of effective citizenship, they fail to show what social studies really is.

¹⁶John L.S. Wood, "Educational Policy in British South Pacific: A Comparative Survey of Educational Policy in Fiji, Western Samoa, and Papua-New Guinea" (unpublished Ed. D. Dissertation, University of California, Los Angeles, 1964).

¹⁷John U. Michaelis, Social Studies for Children in a Democracy, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956), pp. 2-3.

¹⁸Maurice P. Moffatt, Social Studies Instruction, (New York: Prentice-Hall Inc., 1955), p. 12.

Even recent literature on social studies indicates that there is confusion not only about the nature of social studies but also about its purposes. Some educators see the term social studies as a general name for a collection of separate but related disciplines such as history, sociology, economics and political science. Others see it as a discipline in its own right, intermingling knowledge from all of the social science disciplines.¹⁹

Keller would eliminate the term "social studies" and substitute for it, "history and the social sciences." Calling for a needed revolution in the social studies he pressed for a clarification:

In part, the present unhappy situation results from the fact that "social studies" is not a subject. It is a group or federation of subjects: history, geography, political science, economics, sociology, anthropology, and psychology, often merged in inexact and confusing ways. . . . We should begin by eliminating the term "social studies," which is vague, murky, and too all-inclusive and substitute for it the term "history and the social sciences," which is exact and hence meaningful. Such a change is necessary.²⁰

Berelson held similar view when he pressed for the presentation of each subject for its own intellectual sake. He stated:

We. . . want to give high school students the best introduction we can, within limits of practicality, to the best available knowledge from the social science disciplines as a means to the end of producing responsible citizens.²¹

Berelson interpreted the means for producing responsible citizens as the presentation of each subject "for its own intellectual sake, in the spirit of the liberal arts."²²

¹⁹Byron G. Massialas, and Frederick R. Smith (eds.), New Challenges in the Social Studies, (Belmont, California: Wadsworth Publishing Company, Inc., 1965), p. 1.

²⁰Charles R. Keller, "Needed: Revolution in the Social Studies" in B.G. Massialas and A.M. Kazamias, Crucial Issues in the Teaching of Social Studies, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), pp.38-41.

²¹Bernard Berelson, "Introduction," in American Council of Learned Societies and the National Council for the Social Studies, The Social Studies and the Social Sciences. (New York: Harcourt, Brace and World, Inc., 1962), pp. 6-7.

²²Ibid, p. 7.

Although the meaning of social studies as a discipline in its own right is disclaimed by Keller and Berelson, the most frequently cited definition of the social studies that "the social studies are the social sciences simplified for pedagogical purposes,"²³ continues to find expression and support in the writings of many individuals and groups concerned with social studies instruction. In 1962, the National Council for the Social Studies stated:

The social studies are concerned with human relationships. Their content is derived principally from the scholarly disciplines of economics, geography, history, political science and sociology, and includes elements from other social sciences, among them anthropology, archaeology, and social psychology. The term social studies implies no particular form of curricula organization. It is applicable to curricula in which each course is derived for the most part from a single discipline as well as to curricula in which courses combine materials from several disciplines.²⁴

This description of social studies points up a lack of precise definition and fails to set precise boundaries, but agrees with Wesley's view that social studies content is derived from social sciences disciplines.

Elaborating on Wesley's definition, Gross stated:

The social studies are those studies that provide understandings of man's ways of living, of the basic needs of man, of the activities in which he engages to meet his needs, and of the institutions he has developed.²⁵

²³Edgar B. Wesley, and Stanely P. Wronski, Teaching Social Studies in High Schools, (Boston D. C.: Heath and Company, 1958), p. 3.

²⁴National Council for the Social Studies, "The Role of the Social Studies, " Social Education, XXVI (October, 1962), p. 315.

²⁵Richard B. Gross and W.V. Badger, "Social Studies," in Charles W. Harris (ed.), Encyclopedia of Educational Research (New York: The Macmillan Company, 1960), p. 1296.

Paul Hanna and his associates at Stanford think of the social studies as unified and applied social science. Hanna sees, as sources of content in the social studies, the on-going activities of the community and the responses of children to experience. He summarizes his concept of the social studies thus:

The contemporary professional education literature clearly reflects the acceptance of the notion that today we teach children something. And that something is the resultant of a synthesis of content from all three sources built around generalizations drawn from the social sciences.²⁶

Hanna refers to the desirability of a "unified, coordinated, wholistic study" of "men living in societies," particularly in the elementary school.²⁷ He adds:

. . .we believe the child is psychologically helped, when we start his systematic school study of men in groups by having him observe and generalize about total cultural patterns rather than concentrate on the separate social science threads pulled out of the cultural textile. . . .²⁸

Whereas Keller and Berelson pressed for separate disciplines in the social studies, Hanna advocated a unified, coordinated, wholistic approach.

It may be that the contradictions about the term social studies arise not so much from a failure to grasp the sources of the substance, but from a failure to distinguish clearly between social sciences and social studies. Engle distinguishes the two thus:

²⁶Paul R. Hanna and John R. Lee, "Content in the Social Studies," in John U. Michaelis, (ed.), Social Studies in Elementary Schools, 32nd Yearbook, National Council for the Social Studies (Washington, D.C.: 1962), p. 64.

²⁷Paul R. Hanna, "Revising the Social Studies:" What is needed?" Social Education, XXVII (April, 1963), p. 191.

²⁸Ibid, p. 192.

The social sciences include all of the scholarly, investigative work of historians, political scientists, economists, anthropologists, psychologists, and sociologists, together with such parts of the work of biologists and geographers as related primarily to human behavior. Closely related fields include philosophy, literature, linguistics, logistics and statistics. The social studies including the content of the textbooks, courses of study and whatever passes in the school for instruction in civic and social affairs, are based on the social sciences--they encompass only a minor portion of the social sciences.²⁹

Engle's view that the social studies "encompass only a minor portion of the social sciences" fails to show what this minor portion is but does imply that it is based on the social sciences disciplines. This seems to be adequately illustrated when he states:

A social problem requires that the citizen put together, from many sources, information and values which the social sciences treat in relative isolation. Thus in the social studies the prevailing motive is synthesis rather than analysis. The social studies begin where the social sciences end. Facts and principles which are the ends in view in the social sciences are merely a means to a further end in the social studies.³⁰

Johnson, too, while recognizing the necessary dependence of the social studies on the social sciences, states that the social studies have a larger role--that of synthesizing. He disputes the academicians' claims that the separate study of the several social sciences provides sufficient and suitable preparation for the judgemental responsibilities of citizens.³¹

If Keller and Berelson are on one side of the continuum in defining social studies as a separate discipline, then Hanna, Engle and Johnson who maintain that social studies comprises synthesized material

²⁹Shirely H. Engle, "Decision Making: The Heart of Social Studies Instruction," Social Education, XXIV (November, 1960), p. 301.

³⁰Ibid, p. 302.

³¹Earl S. Johnson, "The Social Studies versus the Social Sciences," The School Review, LXXI (Winter, 1963), pp. 389-403.

from social sciences might be considered at the opposite end of the continuum. The continuum illustrates how wide is the divergence of views as to the nature of social studies.

Although there is such a divergence of views, these may provide reference points for interpreting the concept of social studies as expressed in the social studies programmes of the three island groups under investigation.

Objectives of Social Studies

Some educators who have attempted to describe the aims of social studies have conveyed impressions that appear to equate the aims of social studies with the aims of education in general. Preston stated:

. . .the purpose of the social studies, briefly, is to assist the child to understand the concepts that describe and explain human society, and to develop the insights, skill, and moral qualities which are desirable in democratic citizenship. . . .³²

Moffatt had similar view:

The objective of social studies is the development of an educated person who is personally effective, enjoys satisfactory social relationships, accepts responsibility as a citizen and is economically competent. In the past the development of the individual was regarded as the major responsibility of the social studies. Now it is believed that the subject has a broader responsibility. One objective is to impart practical knowledge; others are to encourage worthwhile habits and attitudes. Probably the most important outcome is to help in the development of a competent citizen who is inspired by real enthusiasm for the democratic way of life.³³

Authorities in the field of social studies have not only described the broad aims and purposes of social studies but also attempted to set

³²Ralph C. Preston, Teaching Social Studies in the Elementary Schools, (New York: Rinehart and Co. Inc., 1958), p. 19.

³³Moffatt, op. cit., pp. 6-7.

specific objectives that it should achieve. Although they differ to some extent as to what the specific objectives should be, there appear more similarities than dissimilarities in their views. Bining and Bining believed:

The specific aims, therefore, should include the teaching of certain definite knowledge, advancement in intellectual life, and concomitant learnings such as habits, ideals, attitudes and appreciations. These may be classified into five groups: (1) acquiring knowledge, (2) development of reasoning power and critical judgement, (3) training in independent study, (4) formation of habits and skills, and (5) training in desirable patterns of conduct. . . .³⁴

According to Preston, the specific aims of social studies instruction were:

(1) knowledge and understanding of society, (2) attitudes and behaviors that make for good citizenship, (3) skill in applying scientific thinking to social problems, (4) skill in handling the tools of social studies.³⁵

Moffatt categorized the specific aims under three headings:

(1) to initiate or improve skills, (2) to develop understandings, and (3) to develop attitudes.³⁶

In 1950, Carr and Wesley proposed a list of fourteen aims for social studies instruction.³⁷ These aims were concerned with the development of good citizenship, and with acquiring knowledge and understanding. Ten years later, that is in 1960, these aims were reported by Gross as having remained fairly fixed.³⁸

³⁴Arthur C. Bining and David H. Bining, Teaching the Social Studies in the Secondary Schools, (New York: McGraw-Hill Book Co. Inc., 1962), p.34.

³⁵Preston, op. cit., p. 19.

³⁶Moffatt, op. cit., p. 7-8.

³⁷Edwin R. Carr and Edgar B. Wesley, "Social Studies." Walter S. Monroe (ed.), Encyclopedia of Educational Research, Revised edition (New York: Macmillan Co., 1950), p. 1219.

³⁸Gross and Badger, op. cit., p. 1298.

Preston and Moffatt agree that the basic aim of social studies is the development of competent citizens. Bining and Bining, Preston, Moffatt and Carr and Wesley agree that the specific aims of social studies are to acquire certain habits, knowledge and skills in order to make for good citizenship. The aims and objectives stated by these social studies educators may provide reference points for describing and comparing the aims and objectives of the social studies programmes of the island groups.

In describing the objectives of social studies, Engle attempted to clarify the differences existing amongst educators in this aspect by arranging their views on two separate continuums--the "content" continuum and the "process" continuum. On the content continuum, Engle sees the social studies as "varying at the extremes from the study of separate subjects, with no claim to any direct bearing on the broad problems of citizenship, to direct study of broad areas and problems taken from the life experience of citizens."³⁹ The aim at the first extreme is seen as knowledge, while "at the other extreme of the continuum the clear aim is the possession of valid ideals and values as these relate to broad areas of human experience drawn from a wide range of subjects."⁴⁰

As regards Engle's second continuum, the "process" continuum, the extremes are taken to vary "from those who see the central process in social studies instruction as the mastering of subject matter to those who see it as a problem solving process."⁴¹ Mastering subject matter is

³⁹ Shirley H. Engle, "Objectives of the Social Studies," Byron G. Massialas and Frederick R. Smith (eds.), New Challenges in the Social Studies (Belmont, California: Wadsworth Publishing Company, Inc., 1965), p. 15.

⁴⁰ Ibid., p. 16.

⁴¹ Ibid.

taken to mean fixing in one's mind, memory and understanding the facts and principles which form the separate content of each social science discipline. Problem solving, according to Engle, refers to synthesizing ideas drawn from broad areas of social experience. "The goal in the first instance is the ability to recall arbitrary associations from each of the social sciences as well as diligence in the process of committing these facts to memory. The goal in the second is a continual development and refinement of the ability to solve problems and arrive at valid answers to the perplexing circumstances which confront citizen."⁴²

Engle's summation does, in fact, represent the views of most educators whose ideas have found expression in both recent and current literature on social studies. Some who have shown particular concern about the objectives of social studies are people like Keller and Berelson who represent essentially the traditional academic position, and Hanna, Johnson, and Engle, who advocate the direct study of broad areas and problems taken from the life experience of citizens, and who see the aim of social studies as the possession of valid ideals and values and the ability to solve problems as these confront citizens.

Literature on social studies points up a lack of any precise agreement about the nature and purpose of social studies. Nevertheless, it appears that "content" and "process" continuums as described by Engle, could serve as reference points in describing and comparing the social studies programmes of the island groups under study. Therefore, the writer would use Engle's two continuums for the purpose of examining

⁴²Engle, op. cit., pp. 15-17.

the question 'What is the concept of the secondary school social studies programmes in terms of content?' asked in Chapter One. The use of the two continuums may also throw some light on the objectives of the social studies programmes of each of the island groups.

But more specifically, the aims and objectives of the social studies programmes of the three island groups could be described and compared in terms of general educational aims suggested by some authorities. Inlow states that "Professor Downey, in 1960, put together what is probably the best synthesis of educational goals prepared to that time."⁴³ According to Downey, this synthesis:

. . . included sixteen major purposes that schools might adopt. Four of these dealt with discrete aspects of intellectual and academic pursuits; four related to social skills, getting along with people in informal groups and in society; four were concerned with the development of the individual, physically, emotionally, morally, and aesthetically; and four had to do with preparing students for definite aspects of productive adult living. After a series of interviews, the researchers concluded that this summation did, in fact, make provision for all the functions anyone might wish to see the schools perform.⁴⁴

Downey's categories in "The Tasks of Public Education"⁴⁵ will be used to classify the main aims of the social studies programmes of the island groups.

Another attempt at describing educational objectives was completed by a group of educators and psychologists, whose first report, *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain*, was

⁴³Gail M. Inlow, The Emergent in Curriculum (New York: John Wiley and Sons, Inc., 1966), p. 9.

⁴⁴Lawrence W. Downey, The Secondary Phase of Education (New York: Blaisdell Publishing Company, 1965), p. 45.

⁴⁵Downey, op. cit., p. 24.

published in 1956, and the second, *Taxonomy of Educational Objectives, Handbook 11: Affective Domain*, in 1964. The authors of these two handbooks believed that most of the educational objectives stated by teachers as well as those found in educational literature, could be placed in one of three major domains or classifications: cognitive, affective, and psychomotor. The authors described the three domains thus:

(1) Cognitive: Objectives which emphasize remembering or reproducing something which has presumably been learned, as well as objectives which involve the solving of some intellectual task for which the individual has to determine the essential problem and then reorder given material or combine it with ideas, methods, or procedures previously learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials.

(2) Affective: Objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. We found a large number of such objectives in the literature expressed as interests, attitudes, appreciations, values, and emotional sets or biases.

(3) Psychomotor: Objectives which emphasize some muscular or motor skill, some manipulation of material and objects, or some act which requires a neuromuscular co-ordination.⁴⁶

The 'Cognitive' and 'Affective' domains described above would be used in this study to classify the unit objectives of the social studies programmes of the three island groups.

⁴⁶ David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives Handbook 11: Affective Domain (New York: David McKay Company, Inc., 1964), pp. 6-7.

III. CURRICULUM

Interest and concern in all matters related to curriculum feature prominently today not only in the discussions of curriculum committees but also in most conferences and debates seeking answers to educational problems and in the writings of many current educators. That those who work in the areas of curriculum development should be deeply concerned about their area is well pointed up by Taba who stated:

Those who work in curriculum development need to look closely at the path they have been following in order to see more clearly where it is leading, to be sure that they are not going toward unwanted destinations, and to chart the possibilities for future ends. Certain ideas and ways of thinking may not have received the recognition due them, and others may have been played up beyond their legitimate worth and role.⁴⁷

Although there may be many complexities involved in curriculum planning, most authorities on the subject agree that determination of aims and selection and organization of content are interrelated⁴⁸ and are recognized features of curriculum planning.⁴⁹ It would follow from this that description of an existing curriculum would not be accurate unless some attempt were made to include these elements: aims, content, organization of content.

Content

In discussing the question, "what shall the schools teach?" Fraser stated:

⁴⁷Hilda Taba, Curriculum Development (New York: Harcourt, Brace and World, Inc., 1962), p. v.

⁴⁸B.O. Smith, W.O. Stanley, J.H. Shores, Fundamentals of Curriculum Development (New York: World Book Company, 1950), p. 272.

⁴⁹Edward A. Krug and others, Administering Curriculum Planning (New York: Harper and Brothers, 1956), p. 8.

There is agreement among educators and layman alike that one function of the school is to induct youth into the culture of their society. This induction, it is agreed, involves transmitting our heritage to the new generation. But this heritage includes much more than can be taught in the school, and selections must be made.⁵⁰

The criteria that Fraser would use to select content are posed in the form of questions such as:

Is social utility of particular knowledge a leading criterion? Is the survival of certain elements over the ages a chief basis of selection? Are priorities to be given materials that have inherent immediate interest for today's students? Should the relevance of particular content to critical problem of society today be a criterion for selection?⁵¹

These compare very favourably with the criteria listed by Smith, Stanley, and Shores who ask:

Is the unit or subject significant to an organized field of knowledge? Does the subject matter stand the test of survival? Is the subject matter useful? Is the subject matter interesting to the learner? Does the subject matter contribute to the growth and development of a democratic society?⁵²

Although all these criteria may not be used in selecting content in every instance, they could be employed profitably to guide curriculum planners in their work of developing suitable curriculum. Taba's view on the use of the various criteria to select content appears very pertinent:

It is evident that whatever the criteria, they need to be applied as a collective set of screens through which to sift the possibilities in order to assure that only experiences that are valid in the light of all pertinent considerations find their way into the curriculum. An exclusive use of any one criterion or

⁵⁰Dorothy M. Fraser, Deciding What to Teach. National Education Association Project on Instruction, (1964), p. 186.

⁵¹Ibid., pp. 186-187.

⁵²Smith, Stanley and Shores, op. cit., p. 127.

of a limited set of criteria involves a danger of an unbalanced curriculum. To produce an effective as well as efficient curriculum it is necessary to retain only that content and those learning experiences which survive the sifting process after the application of all relevant criteria of a good curriculum.⁵³

Taba believes that the criteria used to select curriculum content should "encompass and integrate the implications from the views regarding requirements of the society, from the studies of the learners and the learning process, and from the analysis of the nature of knowledge and of the subject matter."⁵⁴

The Organization of Content and Learning Experiences

According to Tyler:

The purpose of organizing learning experiences is to maximize the cumulative effect of the large number of learning experiences required to develop complex behavior patterns. Three criteria are commonly considered necessary for a well-organized curriculum, namely, continuity, sequence, and integration. Continuity refers to the reiteration of the desired behavior through the many learning experiences used. Sequence refers to the gradation of the learning so that each experience not only builds on, but goes beyond, previous experience in order to require a higher level of skill or a broader or deeper degree of understanding. Integration refers to the practice of relating what the student is learning in one field to what he is learning at about the same time in other fields.⁵⁵

Tyler laments the fact that of all the major aspects of curriculum theory--formulating objectives, selecting content, and organizing content and learning experiences--the last has received only limited attention.

⁵³Taba, op. cit., p. 267.

⁵⁴Ibid.

⁵⁵Tyler, op. cit., p. 105.

Taba believed that:

The type of curriculum organization followed is probably one of the most potent factors in determining how learning proceeds. Often the curriculum is ineffective not because its content is inadequate but because it is put together in a way that makes learning difficult, or because learning experiences are organized in a way that makes learning either less efficient or less productive than it might be. Chaotic content or isolated learning experiences are usually not effective in attaining any important objectives.⁵⁶

Three features of curriculum discussed in the preceding pages would form the basis in Chapter Four to describe and compare the social studies programmes of the four island groups. The aims and objectives would be examined in accordance with the objectives classified by Downey, and by Bloom and Krathwohl. The content would be examined in terms of scope and sequence of subject matter, while the organization of the subject matter would be examined in terms of topics and units, sequence, and time allotment.

SUMMARY

This Chapter was devoted to a discussion of literature related to three areas of education, namely, comparative education, social studies, and curriculum. It was hoped that a review of literature in these three areas would provide some tools that could be used to describe and compare the social studies programmes of the four island groups more objectively.

Literature on social studies has revealed that educators are not unanimous about what the nature and purpose of social studies are.

⁵⁶ Taba, op. cit., p. 290.

The views of different educators as placed by Engle on "content" and "process" continuums would be used to describe and compare the concept of social studies in the island groups.

The literature on comparative education has shown that there is no commonly accepted methodology that could be employed to compare educational systems and issues of various countries. Among other things, the review has shown that some comparisons may employ charts, tables, and accurate descriptions as tools to complete a specified comparative education project. These tools would be employed in reporting Chapter Four of this study.

Review of literature on curriculum has shown that three features characterize a curriculum: aims and objectives, content, and organization of content. These three features would be used to describe and compare the social studies programmes of the three island groups. Specific questions related to these three features, and what procedures would be used in examining these, are mentioned in Chapter One.

CHAPTER III

BRIEF DESCRIPTION OF THE ORGANIZATION OF SECONDARY SCHOOL EDUCATION IN FIJI, WESTERN SAMOA AND TONGA

The following description throws some light not only on the nature and organization of secondary school education in the three island groups, each taken separately, but also on the over-all curriculum adopted and the examinations taken by pupils at different levels of secondary school. It is hoped that this description would present a context for the material reported in Chapter Four.

1. FIJI

Structure of Secondary School System

In Fiji, children normally enter a primary school at the age of six. The full primary programme lasts for eight years, and the completion of each year of primary education is recognized by a system of promotion from one class to another. The first year of primary education is designated as class one and the final year as class eight.

The Secondary Schools Entrance Examination, taken by children in their final year of primary programme, is selective, and successful pupils are admitted to secondary schools of their first, second or third choice which are indicated by pupils prior to the writing of the examination. Pupils who are unsuccessful are normally not admitted to secondary schools but some secondary schools do admit them if they fail the examination by a narrow margin.

The lowest secondary class is called "form three" and the highest secondary class is called the "upper sixth." Promotion from the third

to the fourth form is not based on external examination but promotion to the "lower fifth" form depends on a pass grade in the Fiji Junior Certificate Examination. Promotion from the "lower fifth" to the "upper fifth" form is not based on external examination but no pupil is admitted to the "lower sixth" form unless he has either passed the New Zealand School Certificate Examination or has obtained a good pass in the Cambridge School Certificate Examination. Promotion to the "upper sixth" form is limited to those who have passed the New Zealand University Entrance Examination.

The secondary schools of Fiji are mainly of the academic type and lead either to the Cambridge Overseas School Certificate or the New Zealand School Certificate. The Fiji Junior Certificate Examination is written at the end of the second year of the secondary school programme, that is, in "form four", and is generally accepted as the minimum qualification for promotion to "form five", for admission to a teacher training college, and for employment in the Government clerical service. The School Certificate Examination (Cambridge or New Zealand), is written in "form five" and the New Zealand University Entrance Examination in "form Six." Finally, there is a post-university entrance class (upper sixth form) at the Suva Grammar School for university and scholarship candidates.

It can be concluded from the above that the completion of the full secondary school programme in Fiji would normally take six years. But it should be pointed out that the majority of the secondary schools provide courses for only four years, that is, up to the "upper fifth" form.

What are the tasks of the secondary schools of Fiji? A

publication of UNESCO provides the following information which answers this question:

With few exceptions the secondary schools of Fiji are not designed to prepare pupils directly for a particular career. A general education is given so that the boys and girls may become good, useful, cultured citizens possessing the basic knowledge to proceed into a variety of occupations, whether they be professional, artisan or commercial.¹

Secondary School Subjects

The subjects taught in secondary schools include English language, arithmetic, general science, chemistry, physics, biology, health science, English literature, history, geography, French, Latin, Fijian, Hindi, mathematics, shorthand, type-writing, bookkeeping, commercial practice, arts and craft, woodwork, metalwork, technical drawing, needlework, homecraft, and cooking. Thus, there are courses offered in the academic fields of mathematics, the natural sciences, the languages and literature, and non-academic courses in business education and industrial arts.

Although some secondary schools offer most of the above subjects, others, especially the non-aided secondary schools, offer fewer subjects. In many of these, required facilities are lacking.

How much time is devoted to each of the above subjects? The authors of World Survey of Education stated:

The following is a fairly typical time-table (number of periods per week shown in parenthesis):

English (5), arithmetic (4), history (4), geography (4), mathematics (4), Fijian or Hindi (3), science (4), literature (3), singing (1), physical education (1), arts and craft (2), but where appropriate facilities are available, some of these

¹United Nations Educational, Scientific, and Cultural Organization, "Fiji", World Survey of Education, 111 (Switzerland; UNESCO, 1961), p. 1,354.

are replaced by needlework, homecraft, cooking, technical drawing, etc.²

A better understanding of the above time-table would be gained upon consideration of the fact that each school day's work is divided into seven periods of about forty to forty-five minutes each.

II. WESTERN SAMOA

In Western Samoa, the schools are administered by the Education Department, headed by the Director of Education. The Director is responsible to the Minister of Education, who is a member of the Cabinet and of the Legislative Assembly of Western Samoa.

There are governmental schools at both elementary and secondary levels, but in addition to these, there are parochial schools conducted by the various missionary and religious organizations serving within the country. In 1960, there were four government secondary schools and ten parochial secondary schools.

What is the educational policy regarding secondary education in Western Samoa? The following information provided by the Department of Internal Affairs of New Zealand answers this question:

The educational policy as regards the secondary education is to educate the more intelligent students to enable them eventually to fill the higher positions in all spheres of Samoan society. The missions have an additional aim in that they wish some of their students to occupy high positions in the church.³

²United Nations Educational, Scientific, and Cultural Organization, op. cit., p. 1,355.

³Government of New Zealand, Department of Island Territories, Report on Western Samoa for the Year Ended 31st. December, 1960. (Wellington, New Zealand: Government Printer, 1961), p. 99.

The Structure of Secondary School System

New entrants to village (primary) schools are enrolled at the beginning of the school year in February. Children in village schools progress through six primary classes, at the end of which they undergo a series of selection tests. Those children who pass these tests gain entrance to district (intermediate) schools where they are educated for further two or three years up to "form two". Pupils are then screened for admission to government secondary schools.

The lowest secondary school level is called "form three" and the highest, "form six." The medium of instruction in the secondary schools is English, "the curriculum and textbooks being to a large extent the same as those used in secondary schools in New Zealand."⁴

Students in the secondary schools take general, commercial, or academic courses. The general courses, required of all students, are English, social studies, arithmetic, music, health, and general science. Commercial courses include bookkeeping, commercial practice, shorthand and typing. The academic courses include mathematics, human biology, and advanced general science.

Students appear for the Samoan Public Service Examination at the end of the fourth form and for the New Zealand School Certificate Examination at the end of the fifth form. Students write the New Zealand University Entrance Examination at the end of "form Six."

It must be pointed out that only Samoa College caters to all the secondary school forms and offers all courses mentioned above.

⁴Government of New Zealand, Department of Island Territories, Report on Western Samoa for the Year Ended 31st. December, 1960. (Wellington, New Zealand: Government Printer, 1961), p. 99.

III. TONGA

Schools in Tonga are provided by the Government and by a number of church organizations, the chief of which are the Wesleyan and Roman Catholic missions. General responsibility for education is vested in a Minister of Education who is assisted by an advisory board.

Structure of the Secondary School System

In Samoa, the Education Act of 1927 requires compulsory attendance at primary schools of all children aged not less than six and not more than fourteen years.

Secondary education is provided at both government and mission schools. In 1961, there were two government secondary schools and twenty-five mission schools. Although the normal primary school programme lasts six years, pupils who have completed class five may write the entrance tests to the various secondary schools. These tests are usually set by the headmaster of each secondary school, although the government test may be used by other schools. Until 1957, the government entrance tests consisted of papers in mechanical arithmetic and formal English, but in that year, these were replaced by a battery of four tests: 'best reason', 'problem arithmetic', vocabulary test in Tongan and vocabulary test in English.

There is a differentiation in courses between Tonga High School and the other secondary schools of Tonga. While Tonga High School admits pupils who write the New Zealand School Certificate Examination at the end of grade twelve, pupils entering other secondary schools take a six or seven year programme based on the Government post-primary curriculum, which leads to the local Higher Leaving Certificate. The

six or seven year post-primary programme embraces two levels of secondary education, the Lower Leaving Certificate and Higher Leaving Certificate.

The Lower Leaving Certificate is awarded to students who have completed at least four years of post-primary education and have successfully passed the Lower Leaving Certificate Examination. The subjects for the Lower Leaving Certificate Examination are Tongan language and culture, English, elementary mathematics, and between three to five optional subjects chosen from the following: hygiene and first aid, domestic science, metalwork, woodwork, needlework, art, music, agriculture, bookkeeping, social studies, history, geography, general science, and Tongan crafts. Amount of time devoted to each of these subjects varies from four to eight hours per week.

The Higher Leaving Certificate is awarded to a student who, having gained a Lower Leaving Certificate, has completed a further two years' work, and has obtained a pass grade in the Higher Leaving Certificate Examination.

The subjects taken for the Higher Leaving Certificate Examination are English, Tongan language and culture, and from three to five optional subjects of which the best three are counted.

SUMMARY

The task of this Chapter was to describe briefly the organization of secondary school education in the island groups. The descriptions have revealed that the organization of secondary school education in the three island groups is not uniform. In Tonga, secondary school starts after the completion of a primary programme

which lasts for five or six years, while, in Fiji, it does not start until after the completion of eight years' of primary education. In Western Samoa, on the other hand, the primary and intermediate programmes which together take up eight years, are subsequently followed by secondary school programme.

Thus, for at least two island groups, namely, Fiji and Western Samoa, secondary education does not start until after the completion of those eight years of school education which have been described as primary and primary-intermediate. The organization of secondary school programme in Tonga does not fit this pattern.

Tables 1 and 11 on pages 40 and 41 respectively, attempt to summarize: (1) the organization of the school systems of the three island groups, and (2) the social studies programmes offered in the island groups at different levels of secondary school programme. It is hoped that these Tables would provide context for the material reported in Chapter Four.

TABLE 1

ORGANIZATION OF SCHOOL SYSTEMS OF THE THREE ISLAND GROUPS

School levels	Fiji	Western Samoa	Tonga
Elementary (Primary)	8 years	6 years	5 or 6 years
Junior High (Intermediate)	----	2 years	2 years
Secondary (High School)	6 forms*	5 forms**	4 - 5 grades**

*In Fiji, all secondary schools have four forms: "Lower sixth" form graduates receive University Entrance status. The "Upper sixth" form is a year of preparation for those seeking University entrance overseas. For this study, the social studies programme of only the first five forms is considered.

**In Western Samoa, only one secondary school has all five forms. For this study, the social studies programme of only this secondary school (Samoa College) is considered. The social studies programme for the other secondary schools are in the process of being developed.

***In Tonga, the term grades is used for grades VII to XII, grades VII to X constituting the Junior High School and grades XI to XII, the Senior High School. In this study, the social studies programme of grades VII to XII are considered.

TABLE II

TABLE OF SOCIAL STUDIES PROGRAMMES FOR THE THREE ISLAND GROUPS

Levels**	Fiji (School year, 1966)	Western Samoa (School year, 1966)	Tonga (School year, 1966)
1	geography and history (Fiji Junior Certificate Examination)	Social studies	geography, history and social studies*
2	Same course as for level 1.	Social studies, history and geography.	Same course as for level 1.
3	history and geography (Cambridge School Certificate Examination or New Zealand School Certificate Examination)	geography and history (New Zealand School Certificate Examination)	geography and history (Higher Leaving Certificate or New Zealand School Certificate Examination)
4	Same course as for level 3.	Same course as for level 3.	Same course as for level 3.
5	geography and history (New Zealand University Entrance Examination)	history and geography (New Zealand University Entrance Examination)

*The courses social studies, geography and history listed are for the Lower Leaving Certificate Examination.

**Levels 1, 2, 3, 4 and 5 refer to the first, second, third, fourth and fifth year of secondary school education, respectively.

CHAPTER IV

DESCRIPTION AND COMPARISON OF SOCIAL STUDIES

PROGRAMMES OF THE ISLAND GROUPS

This Chapter is devoted to a description and comparison of the stated aims, the content, and the organization of content of the social studies programmes of the three island groups. Specific questions which were listed in Chapter I are examined in this Chapter.

I. THE STATED AIMS AND OBJECTIVES

In this section of the Chapter, the main aims and the unit objectives of the social studies programmes of the three island groups are described and compared guided by the following questions:

1. What are the stated main aims of the social studies programmes in each island group? Are there similarities and differences in the stated main aims of the island groups?

2. What are the stated unit objectives of subjects in the social studies programmes in each island group? Are there similarities and differences in the stated unit objectives of the island groups?

Social studies programmes of all the island groups include statements of aims and objectives for social studies. A common characteristic of all the island group programmes is to state, firstly, a main aim or purpose, and secondly, the unit objectives. The main aim and the unit objectives, as stated in the programmes, are listed in the pages to follow. The writer extracted and compiled these statements from the authorized programmes in social studies provided by the Department of Education of the three island groups. These are numbered in order of

appearance in the programmes.

An attempt was made by a group of four judges to classify the unit objectives of the social studies programmes of the three island groups. This was done in terms of Downey's categories in "Tasks of Public Education"¹ and in terms of Bloom and Krathwohl's categories in "Taxonomy of Educational Objectives, Handbooks 1 and 11."²

The four judges selected are graduate students in secondary education whose major field is social studies. Their judgement in classifying the objectives is assumed to be reliable. In classifying the objectives, the four judges concurred on twelve and differed on twelve of the listed unit objectives. On those objectives in which differences in judgement occurred, the judges conferred as a group in an attempt to reach consensus. In all these cases consensus was reached.

The classification numbers of either Bloom or Krathwohl on which all the judges agreed are given to the right of each objective of each of the island group programmes under the headings Bloom and Krathwohl. These same objectives are then summarized in Tables III-V, where each objective is represented by its serial number. An attempt is made in Table VI on page 56, to summarize the unit objectives of the three island group programmes.

Western Samoa

The aims and objectives of the Western Samoan social studies

¹Downey, op. cit.

²Bloom, op. cit., and Krathwohl, op. cit.

programme could be identified in only two of the syllabuses offered, namely, the New Zealand School Certificate Examination history syllabus, and the New Zealand School Certificate Examination geography syllabus. Thus, the aims and objectives of social studies programme of Western Samoa that are reported in this study were elicited from these two syllabuses only.

The main aim of the New Zealand School Certificate Examination history syllabus is stated thus:

The main aim of the history syllabus is to provide a body of historical knowledge which will make for well-informed citizenship.³

This statement indicates that possession of historical knowledge makes for well-informed citizenship. In terms of Downey's categories in the "Task of Public Education", the main aim of the history syllabus mentioned above can be analysed as embracing elements of 'intellectual' and 'social' dimensions.

The main aim of the New Zealand School Certificate Examination geography syllabus is:

The basic idea underlying the geography syllabus is that the various elements of the environment should not be studied as ends in themselves, but that they should be considered as elements which together make up the human habitat.⁴

The statement of the main aim of the New Zealand School Certificate Examination geography syllabus indicates that in the study of geography, interrelationships of the various elements of the environment

³Government of Western Samoa, Department of Education, New Zealand School Certificate Examination History Syllabus (mimeographed), p. 2.

⁴Government of Western Samoa, Department of Education, New Zealand School Certificate Examination Geography Syllabus (mimeographed), p. 3.

should be studied. In terms of Downey's categories in the "Task of Public Education", the main aim of the geography syllabus mentioned above can be classified as falling in the 'intellectual' dimension.

The unit objectives of the Western Samoan social studies programme are listed below.⁵ The judges' classification of each objective, in terms of Bloom and Krathwohl's categories, is given to the right.

<u>Unit Objective</u>	<u>Bloom</u>	<u>Krathwohl</u>
1. ". . .pupils should have some knowledge of events in the modern world."	1	
2. Students "will be expected to show that they have some understanding of the simpler interrelationships between the phenomena they describe."	2	
3. Students "will be expected to have a knowledge of the elements of map interpretation and of landscape portrayed in New Zealand topographic maps and photographs...."	2	
4. "The teacher can select topics. . .closely associated with current problems and give the pupils some understanding of these."	1	
5. ". . .pupils are given some knowledge of the social life and organization of the major people of the contemporary world in relation to their geographical environment and historical development."	1	

In classifying the unit objectives of Western Samoan social studies programme, the judges agreed on four, and differed on one of the listed objectives. They differed on objective number 4, but consensus was reached on this objective when the judges conferred as a group.

⁵Government of Western Samoa, Department of Education, New Zealand School Certificate Examination History Syllabus (mimeographed), p. 2 and New Zealand School Certificate Examination Geography Syllabus (mimeographed), pp. 1, 2, 3.

The judges commented that the unit objectives of the Western Samoan social studies programme are described in very general terms. They expressed the view that such terms as 'some knowledge', 'a knowledge', and 'some understanding' are not specific.

A summary of the unit objectives of the Western Samoan programme is shown in Table III on page 47. An examination of this Table reveals that all the unit objectives of the Western Samoan programme are classified as included in Bloom's 'Cognitive' category. If it is assumed that frequency of unit objectives indicates emphasis given, Table III reveals that in Western Samoa (1) since cognitive objectives are mentioned all five times, only cognitive objectives receive emphasis, and (2) in the cognitive area, only knowledge and comprehension objectives are stressed.

Since the unit objectives of the Western Samoan social studies programme stress the importance of possession and understanding of knowledge, it may be concluded that this is quite consistent with the first part of the main aim of the history syllabus which reads, "to provide a body of historical knowledge", but not consistent with the second part of it which reads, "which will make for well-informed citizenship." Thus, if it is assumed that frequency of unit objectives indicates emphasis given, then it can be inferred that the Education Department of Western Samoa views that the possession of a fund of historical knowledge makes for good citizenship.

The unit objectives of the Western Samoan social studies programme appear to be consistent with the main aim of the geography syllabus also, but other aims and objectives apart from those classified in the cognitive domain are not mentioned.

TABLE III

SUMMARY OF CLASSIFICATION OF UNIT OBJECTIVES OF WESTERN SAMOAN
SOCIAL STUDIES PROGRAMME

Classification categories	Serial number of unit objectives	Frequency N=5
<u>Bloom's Categories</u>		
Cognitive		
1. Knowledge	1, 4, 5	3
2. Comprehension	2, 3	2
3. Application	----	----
4. Analysis	----	----
5. Evaluation	----	----
	Sub-total	5
<u>Krathwohl's Categories</u>		
Affective		
1. Receiving	----	----
2. Responding	----	----
3. Valuing	----	----
4. Organization	----	----
5. Characterization	----	----
	Sub-total	0
	Total	5

Fiji

The social studies programme of Fiji does not state its main aim or purpose. However, it should be noted that for 17 secondary schools in Fiji which offer the New Zealand School Certificate Examination history and geography syllabuses, not only the main aim but also the unit objectives of these syllabuses are the same as those reported in the case of Western Samoa. In as much as these aims and objectives are the same as those of Western Samoa, they are not reported here and neither are they classified in Table IV. It may be noted, however, that the same comments that have been made about the aims and objectives of the Western Samoan history and geography syllabuses should apply to Fiji also.

Unit Objectives. The unit objectives of the social studies programme of Fiji are as listed below.⁶ The judges' classification of each of these objectives, in terms of Bloom and Krathwohl's categories, is given to the right.

<u>Unit Objectives</u>	<u>Bloom</u>	<u>Krathwohl</u>
1. Pupils "should, where possible, make a study of their own home area or of some area of which they have first-hand knowledge."	3	
2. Pupils should make "intelligent use of apt historical maps and diagrams."	4	

⁶Government of Fiji, Department of Education: Fiji Junior Certificate History Syllabus (mimeographed), pp. 2, 4, 9; Fiji Junior Certificate Geography Syllabus (mimeographed), pp. 2, 3, 4, and University of Cambridge, History Economics and Public Affairs, Geography, Geology, Syllabuses, (London: Cambridge University Press, 1966), pp. 2, 36.

<u>Unit Objectives</u>	<u>Bloom</u>	<u>Krathwohl</u>
3. "Pupils should become familiar with the specialized agencies of the United Nations which function in the Pacific."	1	
4. "Pupils should become familiar with the South Pacific Commission."	1	
5. "Pupils should become familiar with the concept of trusteeship including the fostering of local institutions of government."	1	
6. "Pupils. . .should be able to realize that rivalry between two nations can dominate the trend of world history."	2	
7. "Pupils would be expected to have a sound knowledge of the mechanics of map-reading."	1	
8. The unit on Local Survey, "provides ample opportunity for a first-hand study of geographic features that exist around us but are often not appreciated."	3	
9. "A study of 'World Patterns', should aim at an understanding of the world pattern of distribution of the natural and cultural elements of the landscape."	2	
10. "A study of 'World Patterns', should aim at an understanding of the characteristic features of distinctive types of climate, vegetation, soils, landforms, land use, population distribution and density."	2	
11. "A study of 'World Patterns', should aim at an understanding of the factors which cause similarities and differences from place to place in each element of the environment."	2	
12. Lessons on 'major trade routes, ports, minerals, commodities', should be planned in such a way that student realizes that there is a definite world pattern--mere memorization of place names without some explanation or understanding should be discouraged."	2	

<u>Unit Objectives</u>	<u>Bloom</u>	<u>Krathwohl</u>
13. "The interdependence and interrelationships of the various geographic features should be discussed whenever this is possible and appropriate."	1	

In classifying the unit objectives of the Fijian social studies programme the judges encountered difficulty in understanding what such terms as 'intelligent', 'familiar', and 'realize' really meant. They commented that the objectives numbered two through six encompass these non-specific terms which cannot be defined in terms of concrete student behavior. Thus, it may be inferred that if objectives should be describable in terms of concrete student behavior, then, the use of such terms as 'intelligent', 'familiar', and 'realize', do not appear to meet this requirement.

In classifying the unit objectives of the Fijian social studies programme, the judges agreed on six objectives (numbered 1, 3, 4, 5, 9, and 10), and differed on the other seven. Consensus was reached on these when the judges conferred as a group.

The unit objectives of the Fijian social studies programme are summarized in Table IV on page 51. Examination of this Table reveals that all of these objectives fall in the cognitive domain. If it is assumed that frequency of unit objectives indicates emphasis given, Table IV reveals that in Fiji (1) since only cognitive objectives are mentioned, cognitive objectives receive emphasis; (2) further, in the cognitive area, knowledge and comprehension objectives are stressed and synthesis and evaluation objectives are not mentioned; (3) there are no objectives in the affective domain.

TABLE IV

SUMMARY OF CLASSIFICATION OF UNIT OBJECTIVES OF FIJIAN
SOCIAL STUDIES PROGRAMME

Classification categories	Serial number of unit objectives	Frequency N=13
<u>Bloom's Categories</u>		
Cognitive		
1. Knowledge	3, 4, 5, 7, 13	5
2. Comprehensive	6, 9, 10, 11, 12	5
3. Application	1, 8	2
4. Analysis	4	1
5. Evaluation	----	----
		Sub-total 13
<u>Krathwohl's Categories</u>		
Affective		
1. Receiving	----	----
2. Responding	----	----
3. Valuing	----	----
4. Organization	----	----
5. Characterization	----	----
		Sub-total 0
		Total 13

Thus, if it is assumed that frequency of objectives indicates emphasis given, then, it can be concluded that the unit objectives of the social studies programme of Fiji stress possession and understanding of knowledge.

Tonga

The Tongan social studies programme does not state its main aim or purpose. However, it should be noted that for at least one high school in Tonga, namely, Tonga High School, which follows the New Zealand School Certificate Examination history and geography syllabuses in grades XI and XII, not only the main aims but also the unit objectives of these syllabuses are the same as those of Western Samoa. Therefore, the comments that have been made about the aims and objectives of the Western Samoan history and geography syllabuses should apply to Tonga also.

Unit Objectives. The unit objectives of the social studies programme of Tonga are listed below.⁷ The judges' classification of each of these objectives in terms of Bloom and Krathwohl's categories is given to the right of each objective in the columns headed Bloom and Krathwohl.

<u>Unit Objectives</u>	<u>Bloom</u>	<u>Krathwohl</u>
1. ". . .the object of the section on 'Man and his physical environment through a study of Africa' is primarily to teach ecology."	1	

⁷Government of Tonga, Department of Education, The Lower Leaving Certificate Examination Syllabuses (mimeographed), pp. 4, 5, 6, 7, and The Higher Leaving Certificate Examination Syllabuses (mimeographed), pp. 3, 4.

<u>Unit Objectives</u>	<u>Bloom</u>	<u>Krathwohl</u>
2. "Students should also know where the major races of the world are to be found, something of their appearance and way of life and where similar natural regions to those they have studied in Africa are to be found elsewhere in the world."	2	
3. Students "will be expected to draw maps and to locate details on outline maps. . ."	3	
4. The unit dealing with 'The Ages of Discovery', "should be studied largely through the lives of the Explorers and the Inventors themselves. The effects of their lives should not be overlooked."	1	
5. Students should "understand different cultural systems of the different peoples in different settings, the aim being the establishment or recognition of human universals, and at least tolerance and understanding."		3
6. ". . .a reasonable combination of learning of facts with recognition of interrelationships is all that is required."	2	

In classifying the above unit objectives, the judges agreed on two (3 and 4), and differed on four (1, 2, 5 and 6), of the listed objectives. Consensus was reached on the objectives on which the judges differed.

The unit objectives of the Tongan social studies programme are summarized in Table V on page 54. If the same assumption is made here as was made in the cases of Western Samoa and Fiji about the frequency of objectives to be indicative of emphasis given, Table V reveals that in Tonga (1) since cognitive objectives are mentioned five times and affective objectives only once, cognitive objectives are given greater emphasis; (2) further, in the cognitive area, knowledge and comprehension objectives are stressed. Thus, it may be

TABLE V

SUMMARY OF CLASSIFICATION OF UNIT OBJECTIVES OF TONGAN
SOCIAL STUDIES PROGRAMME

Classification categories	Serial number of unit objectives	Frequency N=6
<u>Bloom's Categories</u>		
Cognitive		
1. Knowledge	1, 4	2
2. Comprehension	2, 6	2
3. Application	3	1
4. Analysis	----	----
5. Evaluation	----	----
	Sub-total	5
<u>Krathwohl's Categories</u>		
Affective		
1. Receiving	----	----
2. Responding	----	----
3. Valuing	5	1
4. Organization	----	----
5. Characterization	----	----
	Sub-total	1
	Total	6

inferred that the social studies programme of Tonga stresses knowledge and comprehension objectives.

A summary of the classification of unit objectives which the social studies programmes of each of the three island groups state is given in Table VI on page 56. This Table shows that approximately eighty-three to one hundred percent of the unit objectives of each of the three island groups fall in the 'Cognitive' domain. Further, in the cognitive area, knowledge and comprehension objectives are stressed. If it is assumed that frequency of unit objectives indicates emphasis given, then, it is possible to conclude that the Department of Education of each of the island groups is concerned mainly with the possession and understanding of social studies knowledge.

It should be noted that the group of judges who attempted to classify the unit objectives of each of the programmes found difficulty in classifying some of these objectives. The reasons for their difficulties were not being able to distinguish how these objectives fit the classification categories of Bloom and Krathwohl, and not being able to determine what some of the objectives really attempted to say. Thus, it may be concluded that because some of these objectives are not stated clearly, the teachers who are expected to teach the social studies programmes of the three island groups might equally be faced with the difficulty of not being able to determine what some of these objectives really mean.

All the island programmes claim the aim of 'well-informed citizenship' to be their main aim. It should be noted, however, that this is true for only those secondary school forms in the island groups which follow the New Zealand School Certificate Examination Syllabuses

TABLE VI

SUMMARY OF CLASSIFICATION OF UNIT OBJECTIVES OF SOCIAL STUDIES
PROGRAMMES OF WESTERN SAMOA, FIJI AND TONGA

	Western Samoa		Fiji		Tonga	
	F*	P**	F*	P**	F*	P**
<u>Bloom's Categories</u>						
Cognitive						
1. Knowledge	3	60	5	38	2	33
2. Comprehension	2	40	5	38	2	33
3. Application	-	-	2	16	1	17
4. Analysis	-	-	1	8	-	-
5. Synthesis	-	-	-	-	-	-
6. Evaluation	-	-	-	-	-	-
<u>Krathwohl's Categories</u>						
Affective						
1. Receiving	-	-	-	-	-	-
2. Responding	-	-	-	-	-	-
3. Valuing	-	-	-	-	1	17
4. Organization	-	-	-	-	-	-
5. Characterization	-	-	-	-	-	-
Totals	5	100	13	100	6	100

*Letter F, stands for frequency.

**Letter P, stands for percentage.

in history and geography.

It may also be concluded that the Western Samoan social studies programme for "forms three" and "four" do not include statements of aims and objectives.

II. THE CONTENT OF SOCIAL STUDIES PROGRAMMES

In this section of the Chapter, the content of the social studies programmes of the three island groups are described and compared guided by the following questions:

1. What is the social studies content in each island group? Are there similarities and differences in the content of the island groups?
2. What is the sequence of the social studies content in each island group? Are there similarities and differences in the sequence of content of the island groups?

Two procedures are employed to describe and compare the content of the social studies programmes of the three island groups. Firstly, the content of each social studies course for each form or grade of the secondary schools is listed according to units. Secondly, the scope and sequence of the social studies programmes of the island groups are compared. This is done by the employment of tables which show the nature of the programmes and the amount of emphasis given in terms of time allotted.

In Tonga, the amount of emphasis to be given to each unit of the social studies programme is shown by the inclusion of numbers after the unit topics. These numbers represent the length of time devoted to each unit and thus denote the emphasis.

The Fijian social studies programme does not state the emphasis

to be given to each unit. However, information obtained from the Director of Education, Fiji, indicates that each unit of the social studies programme is given equal emphasis in terms of time allotted.

In Western Samoa, the emphasis to be given to each unit in the social studies programme is given in two ways. For "form three", emphasis is given in terms of time devoted to each unit. For "lower" and "upper" fifth forms, and for "form six", emphasis is expressed in terms of required number of examination questions that should be answered from each unit of the social studies courses for these forms. For "form four" on the other hand, there is no indication as to the amount of emphasis given to each unit.

In this study, comparison of emphasis given to each unit of the social studies programmes of the three island groups can be made in terms of time for all secondary school forms or grades except "form four" in Western Samoa. Further, the length of time devoted to each unit of the three programmes for all secondary school forms, except "form four" in Western Samoa, can be converted into percentages which represent the emphasis given in terms of the year's work.

Western Samoa

Western Samoa offers the following social studies courses:

In "forms three and four": geography, history and social studies.

In "lower" and "upper" fifth forms: New Zealand School Certificate Examination history and geography.

In "form six": New Zealand University Entrance Examination history and geography.

It should be noted that the geography and history syllabuses

that are offered in Western Samoa at levels three and four are the New Zealand School Certificate Examination geography syllabus and the New Zealand School Certificate Examination history syllabus. These syllabuses are also offered by 17 secondary schools in Fiji and one secondary school in Tonga at the same levels, but apart from these, Fiji and Tonga offer other syllabuses as well.

Geography for "Form Four". This course includes three units. These are:⁸

Unit 1. Asia

Unit 2. North America

Unit 3. Map Work

The geography course for "form four" does not indicate the amount of emphasis to be given to each of the above units. Therefore, the scope of this course cannot be compared with the scope of geography courses of the other two island groups at the same level.

Units 1, 2 and 3 are represented in Table VII on page 62 by the following categories:

Unit 1. Asia (*)

Unit 2. Canada and the United States (*)

Unit 3. General World Geography (*)

Geography for "lower" and "upper" fifth forms: This course includes three units. These are:⁹

⁸Government of Western Samoa, Department of Education, Fourth Form Geography (mimeographed), pp. 1-4.

⁹Government of Western Samoa, Department of Education, New Zealand School Certificate Examination Geography Syllabus (mimeographed), pp. 1-7.

Unit 1. South West Pacific

Unit 2. Asia

Unit 3. North America

The emphasis given to units 1, 2, and 3 are expressed in terms of proportion of examination marks assigned to each unit. These are: South West Pacific (40), Asia (30), and North America (30). If it is assumed that this emphasis represents the length of time devoted to each unit, then, it is possible to convert the time devoted to each unit into percentages which represent the year's work. Thus, on conversion these percentages would be as given to the right of each unit.

Unit 1. South West Pacific	(40%)
Unit 2. Asia	(30%)
Unit 3. North America.	(30%)

The above units are represented in Table VII by the following categories:

Unit 1. Geography of Australia, New Zealand and Pacific islands. .	(40%)
Unit 2. Geography of Asia.	(30%)
Unit 3. Geography of Canada and the United States.	(30%)

Geography for "form six". The geography course for this form includes two units. These are:¹⁰

Unit 1. World Geography (physical and cultural). A general study of world patterns of physical phenomena (e.g. landforms, climate, vegetation, soils,) and of cultural phenomena (e.g. agriculture, industry, population, trade).

¹⁰Government of Western Samoa, Department of Education, Sixth Form Geography for New Zealand University Entrance Examination (mimeographed), p. 1.

Unit 2. The regional geography of the British Isles or Anglo-America. (i.e. America North of Mexico), and Africa or Latin America.

The geography programme for this form indicates the amount of emphasis to be given to each unit in terms of time devoted to each unit. One school term (13 weeks), is allotted to World Geography, one school term (13 weeks), to either British Isles or Anglo-America, and one term to either Africa or Latin America.

The above units are represented in Table VII by the following categories:

- Unit 1. World Geography (33%)
- Unit 2. Geography of Canada and the United States and Geography
of Europe (33%)
- Unit 3. Geography of South America or Africa. (33%)

Table VII on page 62 summarizes the scope of the geography programme offered in Western Samoa.

History for "form four". This course includes four units. These are:¹¹

- Unit 1. History of New Zealand.
- Unit 2. History of Australia.
- Unit 3. History of the Pacific.
- Unit 4. History of World.

¹¹Government of Western Samoa, Department of Education, Fourth Form History, (mimeographed), pp. 1-5.

TABLE VII

THE NATURE AND SCOPE OF THE GEOGRAPHY PROGRAMME OF WESTERN SAMOA

Form		Percentage of time given in terms of year's work.		
		% Form 4	% Form 5's	% Form 6
4 5's 6	Geography of Australia, New Zealand, and Pacific Islands.	--	40	--
4 5's 6	Geography of Asia (Japan, India, China, and South East Asia.)	*	30	--
4 5's 6	Geography of Europe.	--	--	--
4 5's 6	Geography of Canada and the United States.	*	30	33**
4 5's 6	General World Geography.	*	--	33
4 5's 6	Geography of Africa.	--	--	33***
4 5's 6	Geography of South America.	--	--	--
Totals		*	100	99

*Percentage of time given is not stated in the programme for this form.

**Either Canada and the Unites States or British Isles.

***Either Africa or South America.

Note: The geography course offered to the "lower" and "upper" fifth forms is covered in two years. It is not indicated as to how much of the content of this course is covered in each of the two years.

The history course for "form four" does not indicate the amount of emphasis to be given to each of the units. Therefore, the scope of this course cannot be compared with the scope of history courses for the other two island groups at the same level.

In Table VIII on page 67 the four units of history for "form four" are represented by the following categories:

Units 1, 2 and 3. History of the South West Pacific (*)
Unit 4. General World History (*)

History for "lower" and "upper" fifth forms. The history course for these forms includes three units. These are:¹²

Unit 1. New Zealand History

Unit 2. British History

Unit 3. World History

The history programme for these forms indicates the amount of emphasis to be given to each unit by stating the required number of examination questions that must be attempted from each unit. The programme states that candidates must answer five questions: one question from unit 1, one from unit 2, two from unit 3, and the remaining question from any unit. Thus, if it is assumed that the emphasis indicated by the required number of examination questions represents the length of time devoted to each unit, then, the length of time devoted to each unit can be converted into percentages which represent the year's work. When converted, these percentages would be: New

¹²Government of Western Samoa, Department of Education, New Zealand School Certificate Examination History (mimeographed), pp. 1-3.

Zealand History (25%), British History (25%), and World History (50%).

Units 1, 2 and 3 of history course for "lower" and "upper" fifth forms are represented in Table VIII by the following categories:

Unit 1. History of South West Pacific	(25%)
Unit 2. Modern European History	(25%)
Unit 3. General World History	(50%)

History for "form six". History course for this form includes two units. These units are:¹³

Unit 1. This unit includes four topics related to European (including British) history. The relative emphasis given to this unit is forty percent of the total course. This is expressed in terms of the required number of examination questions that should be attempted from this unit.

Unit 2. This unit includes 12 topics related to European, British, United States, and World History. The relative emphasis given to this unit is sixty percent of the total course. This is expressed in terms of the required number of examination questions that should be attempted from this unit.

If it is assumed that the above emphasis represents the length of time devoted to each unit, then, it is possible to convert the time devoted to each unit into percentages which represent the year's work. Further, it is assumed that each topic in unit one is given ten percent of the total course time and that each topic in unit two is given five percent of the total course time. On this basis the units are

¹³Government of Western Samoa, Department of Education, University Entrance History (mimeographed), pp. 1-2.

categorized in Table VIII as follows:

- Unit 1. Modern European History (40%)
- Unit 2. Modern European History (30%), General World History)
(10%), History of the United States (5%), and British History) (60%)
(15%).)

The scope of the history programme of Western Samoa is summarized in Table VIII on page 67.

An examination of the content outlines of Western Samoan geography and history courses for forms four through form six indicates that geography and history are taught as separate courses. In the case of geography courses, however, some subject matter related to economics is included. This is evidenced by the inclusion of such topics in the geography courses as agriculture, industry and trade. The content of history courses appears to be entirely historical, although some topics related to economics and political science are included in the courses. This is evidenced by the inclusion of such topics in the history courses as 'gold rushes', 'refrigeration', and 'government'.

Social studies for "form three". This course is divided into six major topics. These are:¹⁴

1. Introduction of Pacific.
2. Western Samoa.
3. Other Islands in South West Pacific.
4. World History up to and including the Middle Ages.
5. Current Affairs (to be taught from time to time during the year).
6. United Nations Organization.

The social studies programme for "form three" requires an average

¹⁴Government of Western Samoa, Department of Education, Third Form Social Studies (mimeographed), p. 1.

of two major topics to be covered in each of the three school terms of between thirteen to fourteen weeks. The major topics that are listed in the social studies programme to be covered each term are:¹⁵

- First Term: 1. World History up to but not including the Greeks.
2. Introduction to Pacific.
- Second and Third Terms: 1. Other islands in South West Pacific.
2. Western Samoa.
3. Current Affairs, Map Work, United Nations.
4. World History from the Greeks up to and including the Middle Ages.

An examination of the content outlines of Western Samoan social studies syllabus for "form three" indicates that a combination of geographic, historical, and economic subject matter, and such other subject matter as related to government and current affairs, make up the social studies course. This seems to be adequately illustrated in the content outlines of each of the first four major topics. Each of these four major topics includes geographic, historical, political science and economic content. The remaining major topics, namely, 'Current Affairs' and 'United Nations Organization', do not include content related to all the subject areas represented in the first four major topics. The topic 'Current Affairs' includes content related to contemporary affairs and a little history, while the topic 'United Nations Organization' includes content on the history of this international body.

Social studies for "form four". This course includes four topics. These are:¹⁶

¹⁵Government of Western Samoa, Department of Education, Third Form Social Studies (mimeographed), p. 1.

¹⁶Government of Western Samoa, Department of Education, Form Four Social Studies (mimeographed), p. 1.

TABLE VIII

NATURE AND SCOPE OF THE HISTORY PROGRAMME OF WESTERN SAMOA

Form	Categories	Percentage of time given in terms of year's work.		
		% Form 4	% Form 5's	% Form 6
4 5's 6	Modern European History	--	25	70
4 5's 6	General World History	*	50	10
4 5's 6	History of the South West Pacific (including Australia and New Zealand)	*	25	--
4 5's 6	Ancient and Medieval Western History (Ancient Greece to the Medieval period)	--	--	--
4 5's 6	History of the United States.	--	--	5
4 5's 6	History of British Empire and Commonwealth <u>or</u> British History.	--	--	15
TOTALS		*	100	100

*Percentage of time given, is not stated in the programme for this form.
 NOTE: The history course offered to the "lower" and "upper" fifth forms is covered in two years. It is not indicated as to how much of the content of this course is covered in each of the two years.

1. New Zealand)
2. Australia) mainly geography--outline history.
3. History of Pacific
4. Current Affairs

The social studies programme for "form four" lists four topics, but in arranging time allotment for these, it lists only three topics, each of which is covered in each of the three terms constituting the school year. Topics listed to be taught in each of the three terms are:¹⁷

First Term: New Zealand.
 Second Term: Australia,
 Third Term: History of Pacific.

The Western Samoan social studies content outlines for "form four" do not seem to show the same features as noted for social studies for "form three". For example: (1) out of seven topics on 'New Zealand' only two topics are related to history; the others are related to physical and cultural geography; (2) all the eight topics on 'Australia' are related to physical and cultural geography; (3) all five topics on 'history of Pacific' are related to history.

Thus, in terms of content, the concept of social studies in Western Samoa for the social studies course for "form four" does not appear to be consistent with that described for the social studies course for "form three".

Fiji

In Fiji the following social studies courses are offered:

In forms "three" and "four": geography and history.

¹⁷Government of Western Samoa, Department of Education, op. cit., p. 1.

In "lower" and "upper" fifth forms: Cambridge Overseas School Certificate Examination geography and history, and New Zealand School Certificate Examination geography and history.

In "form six": New Zealand University Entrance Examination geography and history.

It should be noted that for all secondary schools in Fiji, there is only one geography and one history course for forms "three" and "four". In "lower" and "upper" fifth forms, however, 17 secondary schools offer the New Zealand School Certificate geography and history syllabuses, and 24 secondary schools offer the Cambridge Overseas School Certificate geography and history syllabuses. A distinction that should be made here is that some secondary schools offer both syllabuses. In these schools, the New Zealand School Certificate syllabuses are offered in the "lower fifth form" on the completion of which students write the New Zealand School Certificate Examination. The Cambridge Overseas School Certificate Examination syllabuses are offered in the "upper fifth form" on the completion of which students write the Cambridge Overseas School Certificate Examination.

For all secondary schools in Fiji which offer the New Zealand School Certificate geography and history syllabuses, the content prescribed is the same as that listed and described for Western Samoa for the "lower" and "upper" fifth forms. Also, the geography and history syllabuses of Fiji for "form six" are the same as that of Western Samoa for the same level. Therefore, the content of these syllabuses is not described here.

The social studies programme of Fiji does not indicate the amount of emphasis to be given to each unit of each course, but information obtained from the Director of Education of this island group reveals

that each unit of each course is given approximately equal emphasis in terms of time allotment. Thus, it is possible to convert the time devoted to each unit into percentages which represent the year's work.

Geography for forms "three" and "four". This course includes three units. These are:¹⁸

Unit 1. Map Reading.

Unit 2. Local Survey and World Patterns.

Unit 3. Fiji, Pacific Islands and Australia and New Zealand.

These units are represented in Table IX by the following categories:

Unit 1.	General World Geography	(33%)
Unit 2.	General World Geography (17%), and Geography of)
	Australia, New Zealand and Pacific Islands (17%).)(34%)
Unit 3.	Geography of Australia, New Zealand and Pacific Islands	(33%)

Geography for "lower" and "upper" fifth forms. The geography syllabuses offered to these forms prepare students for two overseas examinations. The geography syllabus offered for New Zealand School Certificate Examination is the same as that of Western Samoa; therefore, its content is not reported here. The content of geography syllabus for Cambridge Overseas School Certificate Examination is reported.

The geography syllabus for Cambridge Overseas School Certificate Examination includes two "papers", each of which is divided into three

¹⁸Government of Fiji, Department of Education, Fiji Junior Certificate Examination Geography Syllabus (mimeographed), pp. 1-3.

units. The two "papers" and their units are:¹⁹

Paper I. General Geography.

Unit 1. Map Work.

Unit 2. The Elements of Physical Geography.

Unit 3. The Elements of World Human Geography.

Paper II. Regional Geography.

Unit 1. Australia, New Zealand and the British Islands of the South Pacific.

Unit 2. The Monsoon lands of Asia, including Indonesia.

Unit 3. Either the British Isles on broad lines or Canada and the United States of America.

The above units are represented in Table IX on page 73 by the following categories:

Paper 1. General Geography

Unit I. General World Geography (17%)

Units II and III. General World Geography (33%)

Paper II. Regional Geography.

Unit 1. Geography of Australia, New Zealand and Pacific .(17%)

Unit 2. Geography of Asia (16%)

Unit 3. Geography of British Isles or Geography of Canada
and the United States. (17%)

Geography for "form six". The geography course offered to this form is the same as that of Western Samoa for the same level. Therefore, its content is not repeated here.

History for forms "three" and "four". The history course for these forms includes three units. These are:²⁰

¹⁹University of Cambridge, History, Economic and Public Affairs Geography, Geology Syllabuses, (London: Cambridge University Press, 1966), pp. 31-35.

²⁰Government of Fiji, Department of Education, Fiji Junior Certificate Examination History Syllabus (mimeographed), pp. 3-8.

- Unit 1. Fiji and the Pacific.
- Unit 2. New Zealand and Australia.
- Unit 3. Important Developments in British History.

These units are represented in Table X on page 75 by the following categories:

- Units 1 and 2. History of the South West Pacific (67%)
- Unit 3. British History (33%)

History for "lower" and "upper" fifth forms. History courses offered in these forms aim at preparing students to appear for two overseas examinations, namely, the New Zealand School Certificate and the Cambridge School Certificate. For the Cambridge School Certificate Examination, schools choose any one history course from a number of courses offered. These courses are termed Papers, with each Paper designated by a number. Further, some of these Papers are divided into sections based on chronological period. Any one of these sections may be studied. In Fiji, most schools choose their courses or Papers from the following offerings.²¹

- Paper 228. British and European History to 1688. This Paper is divided into two sections:
 - Unit 1. English History to 1485.
European History to 1494.
 - Unit 2. English History 1485-1688.
European History 1494-1688.
- Paper 229. British and European History, 1485-1815. This Paper is divided into two sections: B, 1485-1688; C, 1688-1815.
- Paper 230. British and European History, 1688-1939. This Paper is divided into two sections: C, 1688-1815; D, 1815-1939.
- Paper 232. History of the British Empire and Commonwealth. This Paper covers the period A.D. 1558-1939.

²¹University of Cambridge, op. cit., pp. 2-4.

TABLE IX

THE NATURE AND SCOPE OF GEOGRAPHY PROGRAMME OF FIJI

Form	Categories	Percentage of time given in terms of year's work.		
		% Forms 3-4	% Form 5's	% Form 6
3 and 4 5's 6	Geography of Australia, New Zealand and the Pacific Islands.	50	17	--
3 and 4 5's 6	Geography of Asia (Japan, India, China and South East Asia).	--	16	--
3 and 4 5's 6	Geography of Europe.	--	17*	--
3 and 4 5's 6	Geography of Canada and the United States.	--	--	33**
3 and 4 5's 6	General World Geography.	50	50	33
3 and 4 5's 6	Geography of South America.	--	--	33***
TOTALS		100	100	99

*Either the geography of British Isles or the geography of Canada and the United States.

**Either the geography of Canada and the United States or the geography of British Isles.

***Either the geography of South America or the geography of Africa. The programmes offered to forms 3 and 4, and to forms "lower" and "upper" fifth, are each designed to be covered in two years.

The Papers 228, 229, 230 and 232 seem to embrace a chronological treatment. In case of British history, social and economic aspects of Britain during the chronological period selected for study seem to be emphasized. Study of English possessions or colonies overseas seem also to be emphasized. However, the Papers do not state what aspects of European history to study for the chronological period selected.

The Paper on the History of the British Empire and Commonwealth seems to stress the need to study the internal history and development of the 'most important' countries of the Empire and Commonwealth.

Papers 228, 229 and 230 are represented in Table X on page 75 by the category Modern European History (100%), and Paper 232, is represented by the category History of the British Empire and Commonwealth (100%).

For the New Zealand School Certificate Examination the same history syllabus is offered in Fiji to the "lower" and "upper" fifth forms as is offered in Western Samoa.

History for "form six". The history course offered to this form is the same as that of Western Samoa for the same level.

In terms of content, it may be concluded that the geography and history courses offered in Fiji are taught as separate subjects in all secondary school forms. However, the content outlines on these courses do seem to indicate that subject matter from other subject areas such as economics and political science are also included in the courses. This is evidenced by the inclusion of such topics in history courses as 'Federation, the causes and need for it, the Federal Constitution'; 'Economic expansion from the 1860's to the outbreak of World War 1 in 1914'; and by such headings in geography courses as agriculture,

TABLE X

THE NATURE AND SCOPE OF HISTORY PROGRAMME OF FIJI

Form	Categories	Percentage of time given in terms of year's work.		
		% Forms 3-4	% Form 5's	% Form 6
3 and 4 5's 6	Modern European History.	--	100	70
3 and 4 5's 6	General World History.	--	--	10
3 and 4 5's 6	History of the South West Pacific (including Australia and New Zealand)	67	--	--
3 and 4 5's 6	History of the British Empire and Commonwealth or British History.	33	*	15
3 and 4 5's 6	History of the United States.	--	--	5
TOTALS		100	100	100

*Either Modern European History or History of the British Empire and Commonwealth.

The courses offered to forms three and four, and to forms "lower" and "upper" fifth, are each designed to be covered in two years.

industries and communications.

It might also be concluded that unlike Western Samoa and Tonga, Fiji does not employ the term social studies to designate any of its syllabuses. It may be that the Education Department of Fiji approves the traditional approach of teaching separate disciplines rather than a federation of subjects.

Tonga

In Tonga the following social studies courses are provided:

In grades 7, 8, 9, and 10: geography, history and social studies.

In grades 11 and 12: geography, history. (At Tonga High School, grades 11 and 12 follow the New Zealand Certificate Examination Syllabus.

The social studies content is geography and history which have been described under the social studies content in Western Samoa).

Geography, history and social studies courses for grades 7, 8, 9 and 10, each require four years of study. There is no indication as to the amount of content that is covered in each year. The geography and history courses for grades 11 and 12, each require two years of study. There is no indication as to the amount of content that is covered in each year.

Geography for Grades 7, 8, 9 and 10. The geography course for these grades is divided into four units. These are:²²

Unit 1.	Physical and Mathematical Geography	(1) - -	(10%)
Unit 2.	Man and his Physical environment through a study of Africa	(4) - -	(40%)
Unit 3.	Economic Geography	(1) - -	(10%)
Unit 4.	Man and his physical environment through a study of the Pacific	(4) - -	(40%)

²²Government of Tonga, Department of Education, "Geography", The Lower Leaving Certificate Examination Syllabuses, (mimeographed), p. 3.

In Table XI on page 79, the units 1, 2, 3 and 4 are represented by the following categories:

- Units 1 and 3. General World Geography (20%)
- Unit 2. Geography of Africa (40%)
- Unit 4. Geography of Australia, New Zealand and Pacific Islands. (40%)

Geography for Grades 11 and 12. The geography course for these grades is divided into two units. These are:²³

- Unit 1. The Pacific. (1). . . . (50%)

- Unit 2. Any three of the following five areas:

Asia, North America, South America, British

Isles and Europe (1). . . . (50%)

In Table XI these units are represented by the following categories:

- Unit 1. Geography of Australia, New Zealand and Pacific Islands (50%)
- Unit 2. Geography of Asia (10%), Europe (20%), Canada and the) (50%)
United States (10%), and South America (10%).)

There is no way of finding out which three areas included in unit 2 are studied. It is, therefore, assumed, that each of the five areas included in the unit are given equal emphasis.

It is important to stress that the content outlines on the geography courses for Grades 7, 8, 9 and 10 and for Grades 11 and 12 indicate that each of the geographic areas prescribed for study could

²³Government of Tonga, Department of Education, "Geography", Higher Leaving Certificate Examination Syllabuses (mimeographed), pp. 2-3.

best be studied regionally using the following headings:²⁴

<u>Physical</u>	<u>Cultural</u>
1. Location and Size	4. Farming activities
2. Geology, Landforms, Drainage	5. Mining
3. Climate (interrelations between and effects of temperature sunshine, humidity, rainfall, altitude, latitude, winds, relief, vegetation, soils).	6. Industry
	7. Towns, population and communications.
	8. Problems

The scope of content of the geography programme of Tonga is summarized in Table XI, on page 79.

History for Grades 7, 8, 9 and 10. The history course for these grades includes four units. These are:²⁵

Unit 1. Origins of Western Civilization to

Feudalism (2 1/2). . (25%)

Unit 2. The Ages of Discovery and Inventions. . . (2 1/2). . (25%)

Unit 3. Nineteenth Century Tonga (2 1/2). . (25%)

Unit 4. The British Empire and Commonwealth. . . (2 1/2). . (25%)

In Table XII on page 81 these units and their relative emphases are represented by the following categories:

Unit 1. Ancient and Medieval Western History (25%)

Unit 2. United States (12.5%), and South West Pacific)
History (12.5%).) (25%)

Unit 3. South West Pacific History (25%)

Unit 4. British Empire and Commonwealth History. (25%)

²⁴Government of Tonga, Department of Education, "Geography", The Lower Leaving Certificate Examination Syllabuses (mimeographed), p. 3.

²⁵Government of Tonga, Department of Education, "History", The Lower Leaving Certificate Examination Syllabuses (mimeographed), p. 5.

TABLE XI

THE NATURE AND SCOPE OF THE GEOGRAPHY PROGRAMME OF TONGA

		Percentage of time given in terms of year's work.	
		%	%
		Grades 7 - 10	Grades 11 - 12
7 - 10	Geography of Australia, New		
11 - 12	Zealand and Pacific Islands.	40	50
7 - 10	Geography of Asia (Japan, India,		
11 - 12	China and South East Asia).	--	10
7 - 10	Geography of Europe.	--	20
7 - 10	Geography of Canada and the		
11 - 12	United States.	--	10
7 - 10	General World Geography.	20	--
7 - 10	Geography of Africa.	40	--
7 - 10	Geography of South America.	--	10
11 - 12			
TOTALS		100	100

NOTE: The programme offered to grades 7,8,9 and 10 require four years of study. There is no indication as to the amount of content that is covered in each year. Thus, in comparing this programme with that of Fiji and Tonga, it should be noted that the geography programme of Tonga for grades 7 - 10 includes two years of junior high school and two years of senior high school content.

The programme offered to grades 11 and 12 requires two years of study. There is no indication as to the amount of content that is covered in each of the two years.

History for Grades 11 and 12. The history course for grades 11 and 12 is divided into five units. These are:²⁶

Unit 1. The Renaissance, Reformation, and Counter-Reformation.	(1)	(17%)
Unit 2. Colonial Expansion	(1)	(17%)
Unit 3. The Industrial and Agricultural Revolutions in England	(1)	(16%)
Unit 4. The Emergence of Modern Nations.	(2)	(33%)
Unit 5. Efforts to achieve International Understanding	(1)	(17%)

The above units are represented in Table XII on page 81 by the following categories:

Unit 1. Modern European History	(17%)
Unit 2. United States History	(17%)
Unit 3. British History	(16%)
Units 4 and 5. General World History	(50%)

The scope of the Tongan history programme is summarized in Table XII on page 81.

Social studies for Grades 7, 8, 9 and 10. In Tonga, quite apart from history and geography courses which are taught separately in all secondary school grades, social studies is also taught as a separate subject in grades 7, 8, 9 and 10, but not in grades 11 and 12. The following information on the social studies course for grades 7, 8, 9 and 10 appears pertinent:

²⁶Government of Tonga, Department of Education, "History", The Higher Leaving Certificate Examination Syllabuses (mimeographed), p. 3.

TABLE XII

THE NATURE AND SCOPE OF THE HISTORY PROGRAMME OF TONGA

Grades		Percentage of time given in terms of year's work.	
		% Grades 7 - 10	% Grades 11 - 12
7 - 10 11 - 12	Modern European History.	--	17
7 - 10 11 - 12	General World History.	--	50
7 - 10 11 - 12	History of the South West Pacific (including Australia and New Zealand).	38	--
7 - 10 11 - 12	Ancient and Medieval Western History (Ancient Greece to Medieval period).	25	--
7 - 10 11 - 12	History of the United States.	12	17
7 - 10 11 - 12	History of the British Empire and Commonwealth <u>or</u> Modern British History.	25	16
TOTALS		100	100

NOTE: The programme offered to grades 7,8,9 and 10 requires four years of study. There is no indication as to the amount of content that is covered in each of the four years.

The programme offered to grades 11 and 12 requires two years of study. There is no indication as to the amount of content that is covered in each of the two years.

The syllabus should be considered as a guide. It may not be possible for some teachers to obtain sufficient information on some areas to treat them adequately and on the other hand some teachers may have, or have access to, particular knowledge of similar areas which could well be substituted.

The order in which topics are covered, the emphasis, depth and manner of treatment are matters for the organizer of the course at each school to decide . . .²⁷

Since the Tongan social studies syllabus does not provide adequate information that could be used to compare it with syllabuses or programmes of the other island groups, it may prove useful to report the content of this course in full, and to infer the concept of social studies in Tonga in terms of this content. The social studies content outlined for grades 7, 8, 9 and 10 is as follows:²⁸

Tonga. The people--origins--connections with and relationships to other peoples of the Pacific. Other Polynesians, Melanesians, the peoples on the Margins of the Pacific. Peoples of the World: to show that there are three major races--Negroid, Mongoloid, Caucasoid and that the Polynesian peoples are combinations of the three. Myths and legends to go with these ideas ("Vikings of the Sunrise"--Sir Peter Buck or "Coming of the Maori") Entry of the European into the Pacific. Malaspina, Magellan, Drake, Cook, Perouse, Tasman, Da Gama, etc. Entry of European Missions into the Pacific e.g. Philipines and Northern Pacific--Spanish and Catholic, London Missionary Society, Wesleyans, etc.

Early contacts of Tonga with Europeans--Voyagers--Cook, the Spaniard (Malaspina) at Vava 'u, etc. Missionaries--the history of the several missions in Tonga in some detail.

Present day Tonga: A look at a Tongan Village--Child's own Village or the area around the school--Map it, locate roads, houses, gardens, public buildings. Indicate relief, if any, using colours or hachures. In conjunction with daily weather study, the climate of the village and attendant local problems such as water. And thus the geography of Tonga--the formation of coral islands, other types of Atolls and islands of the Pacific.

Historical background of the Village itself. Administration of the village and the connection to widest Government Administration and so Tongan Civics in the general sense.

Occupations in Tonga. Relative importance of copra, bananas, other crops, timber, fish; processing, services. The role of government in industry and employment. As Tonga is mainly agricultural use farming types for introduction to other countries.

²⁷Government of Tonga, Department of Education, "Social Studies", The Lower Leaving Certificate Examination Syllabuses (mimeographed), p.7.

²⁸Ibid., pp. 6-8.

New Zealand. A dairy farm, A high-country sheep station. How New Zealand became a British country. How New Zealand is now associated with Britain; meat, butter, wool.

Australia. A sheep and wheat farm, a sheep station, an irrigated farm of the Murray Valley, Early days of Australia, some exploration of Australia--some industries of Australia, e.g. Ship building at Whyalla.

North America. A farm in the Corn and Cattle belt, a Wheat farm. A cotton plantation. A city of the industrial east. The story of Raleigh and the Colony of Virginia. Some stories of the early West.

Asia. A village in India. A village in China, A village growing padi. A village in Japan. A big city in Asia.

Europe. A collective farm of Russia. A farm in Devon. A farm of the Swiss Alps. An industrial city.

Africa. A savannah farm of South Africa.

General. A people of the Equatorial forest; of the Taiga or Tundra; of the Desert.

It seems that the Tongan social studies syllabus for grades 7, 8, 9 and 10 embraces some history, some geography, some civics and some economics subject matter. The topics 'New Zealand', 'Australia', and 'North America' include content dealing with economics and history, while the topics 'Asia', 'Europe', and 'Africa' include content related mainly to economics and geography. The content on 'Tonga', on the other hand, is related to history, geography, civics and economics.

On the other hand, an examination of the content outlines of Tongan history and geography syllabuses for all secondary school grades indicates that both geography and history are taught as separate subjects. It might be noted, however, that the geography syllabuses include some content which is related to economics. This appears to be illustrated by the inclusion of such topics in the geography syllabuses as farming, industry, mining, towns and communications.

Thus, it may be concluded that in terms of content the Education Department of Tonga employs the terms social studies to designate that course which embraces a combination of historical, geographic, civics and economics subject matter, and the terms geography and history for

courses which embrace a separate teaching of historical and geographic subject matter.

An attempt is made in Tables XIII and XIV on pages 85 and 86, respectively, to summarize the nature and scope of the social studies programmes of the three island groups. In these Tables, "levels" 1, 2, 3, 4, and 5 correspond to the first, second, third, fourth, and fifth years of secondary school programmes. For each of these levels the corresponding secondary school form or grade in each of the three island groups is as follows:

<u>LEVELS</u>	<u>FIJI</u>	<u>WESTERN SAMOA</u>	<u>TONGA</u>
1 and 2	Forms 3 and 4	Forms 3 and 4	Grades 7,8,9,10.
3 and 4	Lower and Upper Fifth Forms.	Lower and Upper Fifth Forms.	Grades 11 and 12.
5	Form Six.	Form Six.	-----

Similarities and Differences in the Scope of Social Studies Content

An examination of Tables XIII and XIV gives some information on the scope of social studies content for all levels of secondary school social studies courses. These are described under separate paragraph headings. Some additional comments quite divorced from the information deduced from the Tables are made. It was considered that without these additional comments some useful information might pass unnoticed.

Scope of geography courses for levels I and II. A comparison of the scope of geography courses of the three island groups for levels I and II shows the following:

1. All island groups include content on the geography of Australia, New Zealand and the Pacific Islands. In the case of Western Samoa, however, the geography of these areas is included only in the

TABLE XIII

THE NATURE AND SCOPE OF THE GEOGRAPHY PROGRAMMES OF THE THREE ISLAND GROUPS

Levels	Categories	Percentage of time given in terms of year's work							
		FIJI		WESTERN SAMOA		TONGA			
		%	Levels 1-2 Levels 3-4 Level 5	%	Levels 1-2 Levels 3-4 Level 5	%	Levels 1-2 Levels 3-4 Level 5	%	Levels 1-2 Levels 3-4
1 and 2 3 and 4 5	Geography of Australia, New Zealand and Pacific Islands.	50	17	--	--	40	--	40	50
1 and 2 3 and 4 5	Geography of Asia(Japan, India, China, and South East Asia.	--	16	--	--	30	--	--	10
1 and 2 3 and 4 5	Geography of Europe.	--	17**	--	--	--	--	--	20
1 and 2 3 and 4 5	Geography of Canada and the United States.	--	--	33**	*	30	33**	--	10
1 and 2 3 and 4 5	General World Geography.	50	50	33	*	--	33	20	--
1 and 2 3 and 4 5	Geography of Africa.	--	--	--	--	--	--	40	--
1 and 2 3 and 4 5	Geography of South America.	--	--	33***	--	--	33***	--	10
TOTALS		100	100	99	*	100	99	100	100

*Percentage of time given, is not stated in the geography programme for level 2. (Social studies courses are offered in Western Samoa to levels 1 and 2, but the content of these courses could not be categorized into historical and geographic subject matter in terms of emphasis given).

**Either the geography of Canada and the United States or the geography of British Isles.

***Either the geography of Africa or the geography of South America.

NOTE: Levels 1 and 2 in the case of Tonga include grades 7, 8, 9 and 10. For the other two island groups, these levels include forms three and four which correspond to grades 9 and 10 in Tonga. The Tongan geography programme for grades 7,8,9 and 10 is covered in four years, but the programme does not state as to how much of its content is covered in each of the four years.

TABLE XIV

THE NATURE AND SCOPE OF THE HISTORY PROGRAMMES OF THE THREE ISLAND GROUPS

Levels	Categories	Percentage of time given in terms of year's work							
		FIJI				WESTERN SAMOA			
		%	Levels 1-2	%	Levels 3-4	%	Level 5	%	Levels 1-2
									Levels 3-4
1 and 2									
3 and 4	Modern European History	--	100**	70	--	25	70	--	17
5									
1 and 2									
3 and 4	General World History	--	--	10	--	50	10	--	50
5									
1 and 2									
3 and 4	History of the South West Pacific (including Australia and New Zealand)	67	--	--	--	25	--	38	--
5									
1 and 2									
3 and 4	Ancient and Medieval History (Ancient Greece to the Medieval Period)	--	--	--	--	--	--	25	--
5									
1 and 2									
3 and 4	History of the United States.	--	--	5	--	--	5	12	17
5									
1 and 2									
3 and 4	History of the British Empire and Commonwealth	33	--	15	--	--	15	25	16
5	or British History.								
	TOTALS	100	100	100	100	*	100	100	100

*Percentage of time given is not stated in the history programme for form four. Further, social studies courses are offered to forms "three" and "four" but the content of these courses could not be separated into historical and geographic subject matter in terms of emphasis given.

**Either Modern European History or History of the British Empire and Commonwealth.

NOTE: Levels 1 and 2 in Tonga include grades 7, 8, 9 and 10. For the other two island groups, levels 1 and 2 include forms "three" and "four" which correspond to grades 9 and 10 in Tonga. The Tongan history programme for grades 7, 8, 9 and 10 is covered in four years, but the programme does not state as to how much of the content of the programme is covered each year.

"social studies courses" for levels one and two but not in the geography course for level two. Tonga includes content on this area not only in its geography course but also in its "social studies course" for these levels. The relative emphasis placed by Tonga, Western Samoa, and Fiji to a study of these areas is approximately the same.

2. Table XIII shows that only one island group, namely, Western Samoa includes content on the geography of Asia. However, it should be noted that the Tongan "social studies course" for levels one and two also includes a unit on Asia.

3. The Tongan "social studies course" for levels 1 and 2 includes content on Europe, but neither the Fijian, Western Samoan, and Tongan geography courses nor the Western Samoan "social studies courses" include any content on Europe.

4. Western Samoa includes content on the geography of Canada and the United States. The Tongan "social studies course" also includes a small section on North America. The Fijian programme does not include content on this area.

5. The geography course of Fiji places one-third of the total emphasis given to this course to 'map work'. The Western Samoan geography course for level two also includes content on 'map work', but neither the Tongan geography course nor the Tongan "social studies course" includes any content on it. (The emphasis given to 'map work' is represented in Table XIII by the category, General World Geography).

6. The geography course of Fiji places a heavy emphasis on a study of World Geography. Tonga also includes content on World Geography, but gives less emphasis than Fiji. The emphasis given by Western Samoa to a study of World Geography could not be determined.

7. The geography course of Tonga gives a little less than half of its total emphasis to a study of Africa. The other two island groups do not include content on Africa.

Scope of geography courses for levels III and IV. A comparison of the scope of geography courses of the three island groups for levels three and four shows the following:

1. The geography courses of all three island groups include content on Australia, New Zealand, and the Pacific Islands. Tonga and Western Samoa place approximately half of the total emphasis given to their courses for these levels to a study of these areas. Fiji gives an emphasis much less than this. However, it seems important to note that for 17 secondary schools in Fiji and one secondary school in Tonga which offer the New Zealand School Certificate Examination geography syllabus, the emphasis given to a study of Australia, New Zealand, and the Pacific Islands are the same as that given by Western Samoa.

2. All three island groups include content on Asia. Although Table XIII shows that these three island groups give different emphasis to a study of Asia, it should be noted that for 17 secondary schools in Fiji and one secondary school in Tonga which offer the New Zealand School Certificate Examination geography syllabus, the emphasis given to a study of this geographic area are the same as that given by Western Samoa.

3. Only the Tongan programme includes content on Europe that must be studied. In the case of the other two island groups, the study of Europe is optional.

4. Fiji, Western Samoa, and Tonga include content on Canada

and the United States. In the cases of Western Samoa and Fiji, a study of this geographic area is optional. Western Samoa gives more emphasis than the other two island groups if the prescribed content on this geographic area is studied.

5. Of the three island groups only Fiji includes content on 'General World Geography.'

Geography for level V. Western Samoa and Fiji offer identical geography course to level five.

Scope of history courses. An examination of Table XIV shows a number of things related to the scope of history courses for all levels of secondary school. A comparison of the scope of history courses of the three island groups for levels one and two shows the following:

1. Only the Western Samoan programme includes content on 'general world history.'

2. All three island groups include content on the history of the South West Pacific, but of these, Fiji appears to place the most emphasis. The Tongan and Western Samoan "social studies" programmes for levels one and two also include content on a study of the history of the Pacific.

3. The Tongan history programme includes content on Ancient and Medieval Western History. The Western Samoan "social studies" programme for level one also includes this content, but the Fijian programme does not.

4. Tonga includes content on the history of the United States, but Fiji and Western Samoa do not, although the Western Samoan history course for level two does include the topic 'American War of Independence'.

4. Fiji and Tonga give approximately equal emphasis to a study of British History but Western Samoa does not include any of this content.

History for levels III and IV. A comparison of the scope of history courses of the three island groups for levels three and four shows the following:

1. Western Samoa and Tonga give equal emphasis to World History. If only the New Zealand School Certificate Examination history syllabus is considered, the relative emphasis given by Fiji and Tonga to a study of World History should be the same as that given by Western Samoa.

2. Western Samoa includes content on the history of New Zealand. The same should be true of Fiji and Tonga if only the New Zealand School Certificate Examination history syllabus is considered.

3. The emphasis given by Fiji, Western Samoa and Tonga to British history should be the same if only the New Zealand School Certificate Examination history syllabus is considered. The secondary schools in Fiji and Tonga which do not offer the New Zealand School Certificate Examination history syllabus, place variable emphasis on British History.

4. Some schools in Fiji offer history courses which are titled British and European History, while others offer a course titled History of the British Empire and Commonwealth. The other two island

groups do not offer a solely 'British European' or a solely 'British Empire and Commonwealth' history courses.

History for level V. Western Samoa and Fiji offer identical history course at this level.

Similarities and Differences in the Sequence of Social Studies Content.

In all three island groups social studies courses are offered in all the secondary school forms or grades. The social studies courses offered are: geography, history and social studies. The following Table summarizes the sequence of social studies content of the three island groups.

TABLE XV

TABLE OF SEQUENCE OF SOCIAL STUDIES CONTENT

LEVELS	FIJI	WESTERN SAMOA	TONGA
1	geography and history	social studies	geography, history, and social studies.
2	geography and history	geography, history and social studies	geography, history, and social studies.
3	geography and history	geography and history	geography and history
4	geography and history	geography and history	geography and history
5	geography and history	geography and history	-----

An examination of Table XV shows the following:

1. While Fiji and Tonga offer full-year geography and history courses in all the secondary school forms, Western Samoa provides geography and history courses to all the forms except "form three".

2. Quite apart from geography and history courses, Western Samoa offers full-year "social studies" courses in forms "three" and "four"; Tonga offers a "social studies" course which is covered in four years, that is, in grades 7, 8, 9 and 10.

Thus, it may be concluded that whereas Western Samoa and Tonga provide "social studies" courses in some forms or grades, all island groups offer geography and history courses in all or most of the secondary school forms or grades.

III. ORGANIZATION OF SOCIAL STUDIES PROGRAMMES

In this section of the Chapter, the organization of the social studies programmes of the three island groups are described and compared, guided by the following questions:

1. What is the scope of the social studies programmes offered in each island group?

2. What is the sequential plan adopted for each programme offered in each island group?

3. What is the concept of the secondary school social studies programme in terms of content?

4. What is the time allotted to each course in the social studies programmes offered in each island group?

5. Are there similarities and differences in scope, sequence and time allotment in the social studies programmes offered in the island groups?

Social studies programmes of all island groups give information on how social studies courses have been organized. Four aspects of organization provide a basis for determining the similarities and differences among the island groups in the organization of their social studies courses: the prescription of time; the fusion of geographic, historical, economic and other subject matter into separate courses; the organization of geographic and historical subject matter as separate courses; the arrangement of material by units and topics; and the use of textbooks.

The prescription of a specific amount of time for each of the social studies courses is a characteristic feature of the organization of courses in all the island groups. The history and the geography courses in Fiji each require a minimum teaching time of 160 minutes per calendar week. The history, the geography, and the social studies courses in Tonga are each planned for instruction time of 300 minutes per calendar week. In Western Samoa, the history, the geography, and the social studies courses are organized on the basis of five to eight periods per week of 40 minutes each. Thus, Western Samoa and Tonga prescribe more time for each social studies course offered than does Fiji.

In Tonga and Western Samoa, the organization of social studies courses for levels one and two is characterized by an integration of subject matter from various subject areas, but more significantly from history and geography. The Western Samoan "social studies" course for level one introduces the history of a region after a study of its geography. Not only historical and geographic subject matter but also economic and political science subject matter are integrated

in the Western Samoan "social studies" programme for level one. These features are also shown by the Tongan "social studies" course for levels one and two in the treatment of the topic 'Tonga' but the other topics included in this course deal predominantly with geographic subject matter. In Fiji, on the other hand, geographic, historical and other subject matter are not integrated to form a social studies course, but are organized as separate geography and history courses for all the forms. Thus, while the social studies programme of Fiji is organized as separate geography and history courses for all the forms, the programmes of the other two island groups are organized partly as integrated social studies courses and partly as separate geography and history courses. In terms of Engle's "content" and "process" continuums, the concept of social studies in all three island groups can be explained as placed in the "content" continuum. It should be noted, however, that while the concept of social studies in Fiji can be interpreted as encompassing a 'separate disciplines approach', that of Western Samoa and Tonga may be described as utilizing a 'separate disciplines approach' as well as an 'integrated subjects approach'.

All three island group programmes provide an outline of required subject matter content for all levels. A common practice is to present the outlines of content in organized divisions or sections which in this study are referred to as units. These divisions or sections are expressed by the three island groups by any or a combination of such terms as 'sections', 'parts' and 'topics'.

The social studies programmes of the three island groups do not show definitive trends in the arrangement of sequence of social studies

content of each course, but these programmes do show that some content prescribed for levels one and two is repeated at higher levels. However, the emphasis given to the repeated content decreases at the higher levels and content related to geography and history of other regions of the world besides those prescribed for levels one and two feature more prominently.

It seems significant to note that apart from outlining the subject matter content of each unit, the three island group programmes do not provide any information as to the sequence in which each unit is covered. Information obtained through questionnaires and correspondences reveals that either the subject teachers on their own or the subject teachers and the heads of subject fields together determine the sequence in which to teach a particular content. Some teach each division or section of the course content in the same order as listed in the syllabuses.

It should also be noted that while the social studies courses offered by Fiji are organized to extend over two two-year periods and one one-year period, that of Western Samoa extend over three one-year periods and one two-year period. In Tonga, on the other hand, the social studies courses are organized to extend over one four-year period and one two-year period.

Another aspect of the organization of social studies programmes that may be mentioned deals with the use of textbooks in the various courses. It should be noted that the Fijian and Western Samoan programmes do not state the use of a single text for any course, but for some courses or sections of courses they do recommend the use of certain references and make provision for choices of texts from an

approved list. Tongan programme does not provide any information on this aspect of course organization.

SUMMARY

The purpose of this Chapter was to describe and compare the aims, the content, and the organization of content of the social studies programmes of the three island groups. The descriptions and comparisons have revealed a number of things.

All island groups state, firstly, a main aim or purpose, and secondly, the unit or sectional objectives of their programmes. The main aim or purpose of the programmes commonly stated by all the island groups is to provide a body of social studies knowledge which will make for "well-informed citizenship." However, an examination of the unit objectives of all the island programmes reveals that most of these are classifiable as cognitive objectives. Thus, they do not, in fact, appear to be geared towards attaining the main aim or purpose. It has been inferred that if frequency of objectives indicates emphasis given, then the Education Departments of all three island groups appear to view possession of a fund of social studies knowledge as the basic requirement for good citizenship.

It has also been inferred that some of the unit or sectional objectives of the island group programmes are not stated in clear and concrete terms and that teachers who are expected to teach the various social studies courses might be faced with the difficulty of not being able to determine what some of the objectives really mean.

The social studies programmes of all island groups show more similarities than differences in the prescription of content. In

fact, for all Secondary school forms in Western Samoa, Fiji and Tonga which offer the New Zealand School Certificate Examination history and geography syllabuses, the content and the scope of content is identical. For other forms or grades, the programmes of the island groups seem to differ slightly in their content. For example, while Western Samoan and Tongan programmes include content on Ancient History, the Fijian programme does not.

A similarity that is most noticeable among the social studies programmes of Fiji, Western Samoa and Tonga is in the emphasis these island groups give to a study of the history and geography of the South West Pacific, Britain, Europe, and Asia.

The three island groups employ different terms to designate their course offerings in social studies. Terms used are geography, history and social studies. Fiji employs the terms geography and history, but Western Samoa and Tonga employ the terms geography, history and social studies.

The prescription of time for social studies, the fusion of geographic, historical and other subject matter into separate courses, the organization of geographic and historical subject matter as separate courses, the arrangement of material by units and topics, and the use of textbooks, these four features were used to determine the similarities and the differences of course organization in the island groups. It was found that Western Samoa and Tonga prescribe more time for social studies than does Fiji. Further, while Fiji adopts a separate disciplines approach in organizing social studies courses, the other two island groups adopt a separate as well as an integrated approach. All three island groups present the outlines of social

studies content in organized divisions or sections. The programmes do not provide information as to the sequence in which each unit of each social studies course is taught.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to describe and compare the social studies programmes of Fiji, Western Samoa and Tonga. A cluster of questions related to the aims and objectives, the scope and sequence of content, and the organization of content of the social studies programmes of the three island groups were examined to determine the similarities and the differences in the three programmes.

Chapter I of this study dealt with the introduction of the problem, the statement of the problem, and the procedures employed in the study. Chapter II aimed at reviewing general literature on social studies, comparative education, and curriculum, some of which provided the broad frame of reference which was used to report Chapter IV of the study. In Chapter III a brief description of the organization of secondary education in the island groups was attempted, while Chapter IV dealt with the descriptions and comparisons of the social studies programmes of the three island groups.

CONCLUSIONS

Aims and Objectives

All three island groups state a main aim or purpose. The main aim or purpose commonly stressed by all island groups is the development of good citizenship, but an examination of the unit objectives of each of the programmes revealed that more than eighty percent of these were concerned with possession and understanding of specific

social studies knowledge. If it is assumed that frequency of objectives indicates emphasis given, then, it can be inferred that the Departments of Education of all three island groups assume that possession and understanding of social studies knowledge makes for good citizenship. Further, the unit objectives of all three island group programmes do not appear to be stated in clear and concrete terms. If the judges who attempted to classify these objectives found difficulty in understanding what some of the objectives really meant, then, it would seem that the social studies teachers in the island groups might equally be faced with the difficulty of not being able to understand what some of the objectives specifically mean.

In view of the above, it is recommended that the aims and objectives of the social studies programmes of all three island groups be re-examined. Any endeavour at stating the aims and objectives more clearly, and in terms of concrete student behaviour, may provide social studies teachers of the island groups with powerful tools which might help them to plan their lessons in such ways as might lead to the attainment of the stated aims and objectives. The categories of Downey, Bloom and Krathwohl might help in the formulation of clearer and all-embracing aims and objectives.

In Western Samoa the social studies syllabuses for levels one and two include no statements of aims and objectives. It is recommended that consideration be given to formulate aims and objectives of these syllabuses.

Content

The social studies programmes of Fiji, Western Samoa, and Tonga appear to show more similarities than dissimilarities in the

prescription of social studies content. All three island groups offer identical syllabuses in those secondary schools which prepare their third and fourth year students for the New Zealand School Certificate Examination. In Fiji and Western Samoa identical syllabuses are offered even to the fifth year secondary school students. Further, the programmes of all the island groups for levels one and two place approximately the same emphasis to a study of the history and geography of Australia, New Zealand and Pacific Islands.

Some social studies content prescribed for levels one and two programmes of all three island groups appear to be repeated at higher levels. It may be that the repetition of content in this manner provides better opportunities to prepare students for external examinations written in the higher forms or grades.

While Western Samoa and Tonga use the terms geography, history and social studies to designate their social studies syllabuses, Fiji employs the terms geography and history only.

Organization of Content

All three island groups prescribe a specific amount of time for each course offered. This prescription is in the form of a specified number of minutes and/or instructional periods per week. The amount of time allocated to the courses offered by each island group differs. Western Samoa and Tonga prescribe more time than does Fiji.

Western Samoa and Tonga organize their social studies courses as geography, history and social studies, whereas Fiji employs the terms geography and history.

Fiji and Western Samoa do not prescribe the use of a single textbook for any course, but for some courses, or sections of courses,

they do recommend the use of certain references, and make provision for choices of texts from an approved list. Tonga leaves the matter of textbook selection to individual secondary schools.

In Western Samoa, Tonga and Fiji provision is not made for a definitive sequence of course content. Either the subject teachers on their own or the subject teachers and the heads of subject fields together determine the sequence in which to teach a particular content. Some teach each division or section of course content in the same order as listed in the syllabuses.

The Education Departments of Fiji, Tonga and Western Samoa might consider provision of curriculum guides containing a rationale for social studies instruction. This rationale could conceivably include as suggestions outline of content listing concepts to be taught, objectives stated in terms of behavior, teaching and learning activities, and lists of teaching aids. Although, caution must be taken to prevent rigidity, such a curriculum guide might greatly help teachers in implementing social studies curriculum as those responsible for curriculum construction might like to see it implemented.

RECOMMENDATIONS FOR FURTHER STUDY

It is recommended that this or a similar type of study be conducted at some future time. There are indications of rapid changes taking place in the island groups. Western Samoa, which gained her independence in 1962, is in the process of developing a new social studies curriculum. Other island groups might also consider developing new curricula. If established, the University of the South Pacific

might provide impetus in the form of defining social studies requirements for students seeking entrance to this university. Such changes as described might involve some basic changes in aims as well as in the prescription and organization of social studies content. The extent and significance of such changes might become more apparent through a study similar to the one completed.

It is recommended that a study be conducted to determine the qualifications of social studies teachers in the island groups.

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Vol. 225, No. 1, January 1970
CONTENTS

Original Articles

Editorial: The Medical Profession
and the Public

Editorial: The Medical Profession
and the Public

It is generally recognized that the American Medical Association is the largest and most influential of the medical organizations in the United States. For a number of years, the Association has been engaged in a program of self-criticism and self-improvement. This program has been carried out in a number of ways, including the publication of this journal, the holding of annual meetings, and the conduct of various other activities. The purpose of this program is to improve the quality of the medical profession and to serve the needs of the public. The following are some of the activities that have been carried out by the Association in the past few years:

APPENDIX A

CORRESPONDENCE AND QUESTIONNAIRES

The following are some of the activities that have been carried out by the Association in the past few years:

1. Conduct of a survey of the medical profession in the United States.
2. Publication of a journal of the medical profession.
3. Holding of annual meetings of the medical profession.
4. Conduct of various other activities.

The following are some of the activities that have been carried out by the Association in the past few years:

Continued on page 2

Continued on page 2

COPY OF LETTER SENT TO THE DIRECTORS OF EDUCATION--FIJI,
TONGA, AND WESTERN SAMOA

513 - 8510 - 111 Street
Edmonton, Alberta

March, 1966

The Director of Education,
Department of Education,
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Dear Sir:

I plan to work on the topic, "A Comparison of Secondary School Social Studies Programmes of Fiji, Western Samoa and Tonga," for a Master's thesis at the University of Alberta. This project will attempt to describe and compare the aims and objectives, the content, and the organization of content of social studies programmes of the three island groups selected for study.

I need your assistance and cooperation in providing me the materials that will be used in this study. Specifically, the materials that I will require are:

1. Copies of social studies programmes; and
2. supplementary material relevant to social studies programmes, e.g. curriculum guides.

It will be appreciated if you can kindly provide me the above materials. I will be glad to pay for the cost of the materials and postage. Thank you for your cooperation.

Yours faithfully,

Gaya Prasad.

COPY OF LETTER SENT TO THE DIRECTORS OF EDUCATION--FIJI,
TONGA, AND WESTERN SAMOA

11038 - 84 Avenue,
Edmonton, Alberta,

November 24, 1966

The Director of Education,
Department of Education

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Dear Sir:

I am presently engaged in writing a thesis which attempts to describe and compare the secondary school social studies programmes of Fiji, Western Samoa and Tonga. Amongst other things, my thesis would include a section devoted to a description and comparison of the stated aims and objectives of the social studies programmes of the four island groups.

Could you please provide me social studies curriculum guide or any other Departmental publication that includes the aims and objectives of social studies instruction? Thank you for your cooperation.

Yours faithfully,

Gaya Prasad

COPY OF LETTER SENT TO DIRECTOR OF EDUCATION -- FIJI

11038 - 84 Avenue,
Edmonton, Alberta,

March 9, 1967.

The Director of Education,
Education Department,
Suva,
Fiji Islands.

Dear Sir:

I have discovered that the syllabuses that you sent me in September, 1966, do not fully meet my requirements. I had requested History and Geography Syllabuses for Fiji Junior Certificate and New Zealand and Overseas School Certificate Examinations, but you sent me only the geography syllabuses. I need the history syllabuses urgently and will be very grateful if you can send these as soon as possible.

Please complete the enclosed questionnaire which aims at securing some information which the above syllabuses do not cover. Your cooperation in completing and returning this questionnaire will be highly appreciated.

I would be highly obliged if you could send me the above material by air mail. Thanking you.

Yours faithfully,

Gaya Prasad

QUESTIONNAIRE: DIRECTOR OF EDUCATION -- FIJI

1. Does the Department of Education provide any history and geography syllabus guides (separate from the syllabuses) which indicate how much of the content for each of these subjects is covered in any one year at Fiji Junior Certificate Examination level, and at New Zealand, and Overseas School Certificate Examination levels?

2. If the answer to the above question is in the negative, would it be correct to state that subject teachers decide how much content to teach in any one year at any one level?

3. The history and geography syllabuses are divided into sections (A, B, C, etc.). For purposes of examination some sections state that one or more questions could be attempted from each of them. Would it be correct to state that the relative weight of each section depends on the required number of questions that must be attempted from each section?

4. If the answer to the last question is in the negative, would it be correct to state that each section carries equal weight?

5. Would it be correct to state that each section in the history and geography syllabuses is covered in the same order as they appear in the two syllabuses?

6. If the answer to the last question is in the negative, would it be correct to state that subject teachers decide the order (sequence) in which to teach the various sections?

7. If you have any other information concerning the scope and sequence of the prescribed history and geography contents for the two examination levels, please state these on a separate sheet and forward it with the questionnaire.
8. How many secondary schools offer New Zealand School Certificate Examination syllabuses?

9. How many secondary schools offer Overseas School Certificate Examination syllabuses?

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COPY OF LETTER SENT TO DIRECTOR OF EDUCATION-WESTERN SAMOA

11038 - 84 Avenue,
Edmonton, Alberta,

March 9, 1967.

The Director of Education,
Education Department,
Apia,
Western Samoa.

Dear Sir:

I wish to thank you for your assistance and cooperation in providing me information and materials on history, geography and social studies syllabuses of Western Samoa. Examination of these materials has revealed that without securing additional information I might not be able to complete my survey. Thus, I am sending you a questionnaire which aims at securing the information I require.

It will be highly appreciated if you can kindly complete the attached questionnaire and return it by air mail as soon as possible. Thanking you.

Yours faithfully,

Gaya Prasad.

QUESTIONNAIRE: DIRECTOR OF EDUCATION -- WESTERN SAMOA

1. Does the Department of Education provide any history and geography syllabus guides which indicate how much of the content for each of these subjects is covered in any one year at the New Zealand School Certificate level?

2. If the answer to the above question is in the negative, would it be correct to state that subject teachers decide how much content to teach in each of the two years over which the New Zealand School Certificate Examination syllabus is taught?

3. The history and geography syllabuses are divided into sections. For purposes of examination, some sections state that one or more questions should be attempted from them. Would it be correct to state that the relative weight of each section depends on the required number of questions that must be attempted from each section?

4. If the answer to the last question is in the negative, would it be correct to state that each section carries equal weight?

5. Would it be correct to state that each section in the history and geography syllabuses is covered in the same order as it appears in the two syllabuses?

6. If the answer to the last question is in the negative, would it be correct to state that subject teachers decide the order (sequence) in which to teach the various sections?

7. If you have any other information concerning the scope and sequence of the prescribed history and geography contents for the New Zealand School Certificate level, please state these on a separate sheet and forward it with the questionnaire.
8. How many secondary schools offer New Zealand School Certificate Examination syllabuses?

COPY OF LETTER SENT TO DIRECTOR OF EDUCATION -- TONGA

11038 - 84 Avenue,
Edmonton, Alberta,

March 9, 1967.

The Director of Education,
Nukualofa,
Tonga.

Dear Sir:

Examination of the history, geography and social studies programmes for Tongan Lower Leaving Certificate Examination which you sent me last year has revealed that without securing additional information on these, I might not be in a position to compare the Tongan syllabuses with those of Fiji and Western Samoa. I wish to avoid such a consequence, and shall be very grateful if you can provide me the following information and materials.

1. Have you any additional material such as curriculum guides that indicate the scope and sequence of content of each of the above subjects? Please send them if you have.
2. If you do not have any additional material, please indicate how much of the history, geography, and social studies contents that are prescribed for the Lower Leaving Certificate Examination are covered in each of the four years of high school attendance required for this level.
3. Please indicate if there is a definite sequence that is followed in covering the content of each of the above subjects in each year of high school attendance. In other words, what is the order in which each section of each syllabus is covered?

I would appreciate it very much if you can provide me the above materials and information as soon as possible. I will be glad to pay for the material and the cost of forwarding the material and information by air mail. Thanking you in anticipation.

Yours faithfully,

Gaya Prasad.

APPENDIX B

The following instructions are given to the judges who will be evaluating the responses of the students in the unit. The instructions are given to the judges in the form of a letter from the author of the unit.

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APPENDIX B

INSTRUCTIONS TO JUDGES AND LIST OF UNIT OBJECTIVES

INSTRUCTIONS TO JUDGES

Attached, you will find a list of unit objectives which appear in the social studies programmes or syllabuses of Fiji, Tonga and Western Samoa. You are requested to examine and classify these objectives in terms of the categories of Bloom and Krathwohl which are included for your reference.

Your responses should be given, as explained below, in the two columns headed Bloom and Krathwohl.

Examine each objective in terms of Bloom and Krathwohl's categories in Taxonomy of Educational Objectives (Handbooks 1 and 11). Your response in classifying each objective should be given by placing only the classification number of either Bloom or Krathwohl's categories which may apply to each objective examined. Please be careful to place the classification number of Bloom in the column headed Bloom, and the classification number of Krathwohl in the column headed Krathwohl.

If you find difficulty in classifying an objective, please insert the letter U in the space or spaces provided in the columns. For each of these, please state your reason for the difficulty.

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Bloom's Categories in 'Taxonomy of Educational Objectives' (Handbook 1)

Cognitive

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

Krathwohl's Categories in 'Taxonomy of Educational Objectives' (Handbook 11)

Affective

1. Receiving (Awareness, willingness to receive, controlled or selected attention.)
2. Responding (Acquiescence in responding, willingness to respond, satisfaction in response.)
3. Valuing (Acceptance of value, preference for a value, commitment.)
4. Organization (Conceptualization of a value, organization of value system.)
5. Characterization by a value or value complex (Generalized set, characterization.)

Unit Objectives	Bloom (No.)	Krathwohl (No.)
1. Students "should, where possible, make a study of their own home area or of some area of which they have first-hand knowledge."
2. Students should make "intelligent use of apt historical maps and diagrams."
3. "Pupils should become familiar with the specialized agencies of the United Nations which function in the Pacific."
4. "Pupils should become familiar with the South Pacific Commission."
5. "Pupils should become familiar with the concept of trusteeship including the fostering of local institutions of government."
6. "Pupils. . .should be able to realize that rivalry between two nations can dominate the trend of world history."
7. "Pupils would be expected to have a sound knowledge of the mechanics of map-reading."
8. The section on Local Survey, "provides ample opportunity for a first-hand study of geographic features that exist around us but are often not appreciated."
9. "A study of 'World Patterns', should aim at an understanding of the world pattern of distribution of the natural and cultural elements of the landscape."
10. "A study of 'World Patterns', should aim at an understanding of the characteristic features of distinctive types of climate, vegetation, soils, landforms, land use, population distribution and density."
11. "A study of 'World Patterns', should aim at an understanding of the factors which cause similarities and differences from place to place in each element of the environment."

Unit Objectives	Bloom (No.)	Krathwohl (No.)
12. Lessons on 'Major trade routes, ports, minerals, commodities', "should be planned in such a way that student realizes that there is a definite world pattern--mere memorization of place names without some explanation or understanding should be discouraged."
13. "The interdependence and interrelationships of the various geographic features should be discussed whenever this is possible and appropriate."
14. ". . .pupils should have some knowledge of events in the modern world."
15. Students "will be expected to show that they have some understanding of the simpler interrelationships between the phenomena they describe."
16. Students "will be expected to have a knowledge of the elements of map-interpretation and of landscapes portrayed in New Zealand topographic maps and photographs. . ."
17. "The teacher can select topics. . .closely associated with current problems and give the pupils some understanding of these."
18. ". . .pupils are given some knowledge of the social life and organization of the major people of the contemporary world in relation to their geographic environment and historical development."
19. ". . .the object of the section on 'Man and his physical environment through a study of Africa is primarily to teach ecology."
20. "Students should also know where the major races of the world are to be found, something of their appearance and way of life and where similar natural regions to those they have studied in Africa are to be found elsewhere in the world."
21. Students "will be expected to draw maps and to locate details on outline maps..."

Unit Objectives	Bloom (No.)	Krathwohl (No.)
22. The section dealing with 'The Ages of Discovery', "should be studied largely through the lives of the Explorers and the Inventors themselves. The effects of their lives should not be overlooked."
23. Students should "understand different cultural systems of the different peoples in different settings, the aim being the establishment or recognition of human universals, and at least tolerance and understanding."
24. ". . .a reasonable combination of learning of facts with recognition of interrelationships is all that is required."

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